

1135-B5-2513      **Keri Kornelson\*** ([kkornelson@ou.edu](mailto:kkornelson@ou.edu)). *Course Innovation: A large-scale active learning program in pre-calculus and trigonometry*. Preliminary report.

Using internal funds for a major re-design of large enrollment courses, our team in the Math Department at the University of Oklahoma developed a pre-calculus and trigonometry course that is concentrated on peer-learning activities. This course is the immediate prerequisite for Calculus I, and the enrollment reaches over 1000 students per year. Features of our course include a cap of 36 students per section, class time devoted primarily to group work, and undergraduate Learning Assistants (LAs) who assist the instructor. The administration aided our efforts by scheduling our courses in classrooms with furniture and whiteboards that facilitate this student-centered pedagogy. Our new program also involves an intensive pre-term training session for the instructors, who are primarily graduate students.

The team had very little direct experience with active learning methods. Our questions were concentrated on assessment: “Does the OU active-learning pedagogy implementation impact the math attitudes, grades in current and future courses, and mindset of our students?” In this talk, we will discuss our answers based upon evidence from student grades, pre- and post- surveys, and some interviews. Future studies will also address the impact on the graduate student instructors. (Received September 26, 2017)