

1154-A5-2394

Sean Gruber* (sgruber9@umd.edu), University of Maryland, 3942 Campus Drive, Benjamin Building, College Park, MD 20742, and **Kasso Okoudjou** and **Raluca Rosca**. *Active Learning in an Undergraduate Precalculus Course: Insights from a Course Redesign*. Preliminary report.

As a part of the Student Engagement in Mathematics through an Institutional Network for Active Learning, or SEMINAL network, the Math Department at UMCP has continued to work towards implementing active learning in a redesign of its Precalculus course. As a gatekeeper course, a major aim of the redesign of PC has been to evaluate how active learning can better support all students in being successful in PC. The overall goals of the redesign include: building on existing active learning resources; phasing in active learning materials/strategies into different versions of the course; coordinating the instruction and development of active learning materials/strategies; adapting active learning materials/strategies based on local data; and receiving support from on-campus resources and the SEMINAL network. The central features of our redesign include: regrouping/reordering of syllabus content; regularly using formative assessments; using small group activities involving student-to-student interaction; and incorporating metacognitive strategies for students to reflect on their studying practices. In our presentation, we will share practical examples of our implementation and success with active learning. (Received September 17, 2019)