

1154-A5-2590

Jennifer Clinkenbeard, Alana Unfried and Jeffrey O Wand* (jwand@csumb.edu).

Coordinating Active Learning Across First-Year Mathematics and Statistics.

Consistent opportunities for active learning across coordinated courses are a challenge for a variety of reasons. Faculty need support both in terms of teaching materials and professional development. Transparent expectations and regular communication are also an important consideration when approaching this goal. In this session, we share California State University Monterey Bay's approach to coordinated active learning in introductory mathematics and statistics courses. Active learning is implemented through the framework of Complex Instruction, which aims to address social inequalities in the classroom. Undergoing a major course redesign, including the elimination of remedial math and the introduction of corequisite structures in response to an executive order from the California State University Chancellor's office, was the catalyst for the design and implementation of coordinated active pedagogy across four introductory courses. We discuss questions of design, support, and buy-in at all levels. In addition, we share results of student and faculty perceptions of the change, and consider how these data inform future work in this area. (Received September 17, 2019)