

1154-E1-2096      **Kelly MacArthur\*** ([macarthur@math.utah.edu](mailto:macarthur@math.utah.edu)), Salt Lake City, UT 84112. *Re-Humanizing Assessments in Large-enrollment Calculus 2 Courses*. Preliminary report.

Answering a call to change, given by Rochelle Gutiérrez, to rehumanize math (Gutiérrez, 2018) and in line with the MAA Instructional Practices that "teaching and learning are forces for social change" (MAA, 2018), I changed assessments in my large-enrollment university calculus II courses, to include small group discussions between students for a portion of the exam. There is ample evidence to suggest active learning classrooms, that include discussions and mathematical exploration among students, produce better learning results for our mathematics students than traditional lecture format (Freeman et al, 2014). However, our exam structure has typically remained unchanged from the standard silent-solo testing model. The assessment change implemented here, along with a consistently enacted classroom mission statement geared at both engaging students and creating a humane learning environment, produced higher exam scores and improved student confidence. (Received September 17, 2019)