

1163-D5-686

**Peri Shereen\*** (pshereen@csumb.edu) and **Lipika Deka**. *Tech tools to promote classroom community and improve student learning in upper division courses.*

Reading apprenticeship (RA) is a pedagogical framework which understands that metacognitive conversations occur when the “personal”, “social”, “knowledge-building”, and “cognitive” dimensions to learning are being tapped into at the same time. The authors recently blended in RA to an active learning model in abstract algebra and real analysis courses. These implementations leaned heavily on building the personal and social dimensions of learning through student interaction, presentations, and more. Due to COVID-19 our model was disrupted. Rather than regressing, the authors discovered new technological tools, which could be adapted to a remote learning environment and that continued to build the social and personal dimensions, while maintaining an active learning model. We will present two tools in particular. The first is Perusall an online platform where students read text, watch videos all while annotating and commenting publicly to their classroom community. In addition, we will discuss how discussion boards can be used as an effective space for classroom presentations. We will present our anecdotal evidence to how adapting these new technological tools built the social and personal dimensions of learning. (Received September 11, 2020)