Active Learning in Undergraduate Mathematics: The Five Practices and the Five Dimensions of TRU Math

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Active learning has been endorsed by every major mathematics and mathematics education organization (CBMS, 2016). Even so, teachers of mathematics may be hesitant to implement active learning strategies for fear of the unknown. This article focuses on two common questions asked by faculty: (a) What does active learning look like? and (b) How do I know my students are learning? The article casts light on both questions by showing examples of active learning in three different content courses common in the first two years of college: General Education Mathematics, Math for Teachers (Elementary Preparation), and Calculus I. Moreover, TRU Math (Schoenfeld, 2016) is highlighted as a means in which teachers can reflect on the student experience, therefore helping teachers understand the nature and quality of what is learned.

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