Introversion and Pedagogy in the College Mathematics Classroom

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This study explored the ways that introverted students respond to newer teaching strategies for learning math at the college level. Two hundred and sixty-three college students were surveyed regarding their level of introversion and preferences for learning math. This study found a negative correlation between level of introversion and preference for group work, and significant differences between highly introverted and other students' preferences for various pedagogical strategies, especially those that were more social in nature. In light of these distinctions, math instructors should carefully consider students' different learning preferences when planning their classes.

Keywords: community college, pedagogy, mathematics, introversion, collaborative learning, group work, flipped classrooms

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