A Spectrum of Instructional Variation in One Community College Calculus 1 Program

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Derived from data collected by the National Study of Calculus, we present classroom observation data of five instructors teaching Calculus 1 at one community college. We introduce the observation protocol used to collect data and the visualizations that allowed us to summarize the observations. The visualizations show a striking variation in instruction across instructors at the same institution, which led us to explore possible ramifications of such variation, and to propose suggestions to departments for considering the benefits and drawbacks of such instructional variation in their departments.

Keywords: calculus, instructional variation, mathematics pedagogy

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