

Investigating the Corequisite Model for Remedial Mathematics Courses
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Abstract:

The purpose of this research is to examine student achievement, improvement, success, and engagement in a corequisite model of remedial education. The data were collected from 163 participants in terms of pre-and posttest questionnaires, and semi-structured interviews. The findings of this study were that students in corequisite classes experienced significant improvement in their achievement and engagement because of lab hours. In addition, the corequisite model increased the success rate of students in corequisite classes. The results of this study will contribute to the knowledge of corequisite models and support the mathematics department's efforts to develop several corequisite mathematics courses.



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