Reflecting on the Fruits of Active Learning
Keith Nabb

Abstract:

The differences between active learning and direct instruction are made explicit in this article. Using an example from Calculus II, student work is shared to demonstrate how active sense-making from students may differ markedly from what a teacher plans for the day. Showcasing student work is a huge step forward in moving mathematics instruction toward a student-centered model.

Keith Nabb teaches mathematics at the University of Wisconsin–River Falls. He earned his PhD in mathematics education from the Illinois Institute of Technology in Chicago, IL. His interests include nonroutine problems, student questioning, and the mathematical knowledge that teachers bring to instruction.