



Position Statement of the AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES on
Fostering Learning

Learning is an active, contextualized process of building concepts in addition to acquiring knowledge.

Learners can improve their ability to learn regardless of their current level of achievement.

All educators of mathematics have a responsibility to create and implement high-quality learning environments, design understandable and coherent curriculum, build learning skills, and facilitate learning.

A quality learning environment is characterized by respect, trust, openness, high expectations, support for risk-taking, a willingness to challenge performance, continuous assessment, and a growth-oriented mindset for everyone.

Therefore, it is the position of AMATYC that the following should be endorsed as standard best practices:

- Learners should work in communities or teams to increase their knowledge and/or learning skills through collaborative and cooperative activities.^{1, 2, 3}
- Educators should be provided with opportunities for professional growth and development to aid them in implementing and maintaining instructional strategies that produce a growth mindset, promote critical thinking, and nurture continuous improvement.^{4, 5, 6}
- Institutions of education that promote exemplary learning experiences require a culture of higher expectations and standards, greatly-increased student effort, and extensive learning assessment that is timely, formative, summative, standard-based, and transparent.^{7, 8}

Learning and teaching practices continue to evolve through action research by educational innovators who test and share their best practices.

¹ American Mathematical Association of Two-Year Colleges (AMATYC) (2018). *IMPACT: Improving Mathematical Prowess And College Teaching* (Memphis, TN: AMATYC), 34-37.

² *IMPACT*, 44-47.

³ *IMPACT*, 56-57.

⁴ *IMPACT*, 48-50.

⁵ *IMPACT*, 58.

⁶ *IMPACT*, 91-94.

⁷ *IMPACT*, 34-37.

⁸ Academy of Process Educators, "Culture of Success," *International Journal of Process Education* Volume 8, Issue 1 (February 2016): 49-58.