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Belinda P. Edwards* (bedwards@kennesaw.edu), Kennesaw State University, 236
Mathematics/Statistics Bldg, Kennesaw, GA 30152. *Implementing Student-Centered Teaching
Strategies in STEM Gateway Courses: Examples, Challenges and Successes*. Preliminary report.

There is an increasing body of evidence supporting the effectiveness of student-centered teaching approaches in developing deep learning and understanding (Bransford, Brown, & Cocking, 2000; Weimar, 2013). Student-centered teaching can be implemented in many mathematics courses using a variety of methods, some of which are more effective than others. Many faculty face notable challenges when implementing reformed teaching approaches in their courses. There are numerous benefits to implementing student centered strategies; however, the benefits are not always immediate or automatic. The challenges or problems associated with implementing student-centered teaching are solvable. The support of a Faculty Learning Community (FLC) can provide a venue for expanding the student-centered teaching strategies of faculty members with a range of comfort levels, drawing from the pedagogical experiences of faculty from diverse disciplines. The benefit of a FLC as an enabler of lasting change in mathematics courses is well documented (Cox, 2001; 2003; 2004). In this session, student-centered strategies that have been implemented in mathematics courses will be shared, along with the challenges and successes associated with implementation, as well as applications to your own practice. (Received January 03, 2016)