# Mathematics Corequisite 101 – Citrus College (For Oregon Math Faculty 05/14/21)

# Classroom Setup

- o Collaborative Classrooms pod furniture on wheels, large student desk spaces
- White boards on all classroom walls, free-standing white boards on walls with windows
- o Document cameras
- Class sets of PAL laptop carts available for workshops
- Wi-Fi accessibility
- Class sets of TI-84 calculators and statistics manipulatives (double dice, cards, beads, tape measures)

#### Classroom Pedagogy

- Small Group Expectations
- Use Group Cards or Playing Cards to re-group students multiple times during one class session
- Group Quizzes
- o Exam ReDos

# Community of Practice (COP)

- o Bi-weekly faculty meetings with stipend
  - Course content and pacing discussions
  - Safe faculty discourse
  - Course-level resources

# **Faculty Leads**

- o COP Leaders
- Support faculty in transitioning course materials
- New faculty training/support

#### **Attention to the Affective Domain**

- o Persistence Videos
- Growth Mindset Activity
- Educational Autobiography
- Productive Struggle Activity

#### **Embedded Tutors**

o Adjunct faculty and professional experts serve as tutors embedded in the classroom

#### Counseling Support

- o Counselor: in-class Time Management presentation
- o Early Alert Workshops

#### Office of Institutional Research and Effectiveness Data Support

- Corequisite course persistence and completion
- Corequisite student survey and student interviews

## Administration support

- Faculty encouraged to collaboratively redesign classes
- Academic freedom
- o Faculty consulted as to scheduling options for corequisite courses







# Reflection: How can you use these ideas in your college's implementation of mathematics corequisite support?

1.List a few classroom changes you would want for your classroom and justify how and why they would improve your teaching?

2. List a few corequisite course pedagogy changes that would lead to greater student success.

3. What kind of additional professional development support do you need to teach your corequisite courses?

4. For a class you are going to start teaching during the next term, think about the question: What percent of your students do you believe will pass your course?

- a. Watch the NPR YouTube video, The Power of Expectation: <u>https://youtu.be/hbhwlRRW\_3o</u>
- b. What do you think of the results of the experiment?
- c. After watching the video, does your answer to question four change? Elaborate and share with a colleague or two!

Questions? Feel free to contact Victoria Dominguez (vdominguez@citruscollege.edu)