

Electronic Mathematics Education Seminar



Active Learning 2.0: Making It Inclusive

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Active learning has many documented benefits both for students and instructors. Moreover, there is increasing evidence that it disproportionately benefits women, students of color, and students who previously denied the same learning opportunities as others. However, the empirical evidence for this disproportionate benefit doesn't explain why it happens, nor does it guarantee that all students will benefit from active learning. In fact, my own experience with active learning is that it is difficult to do well and sometimes it can have detrimental effects on students if we're not careful. So, we should aim not just for active learning, but learning that is both active and inclusive. We'll discuss some principles and practical strategies for making active learning more inclusive. (If you are able to, please watch David Pengelley's EMES presentation on active learning before this session.)

To join the seminar, go to
<https://zoom.us/j/408581540>

For more information on EMES:
<http://math.mit.edu/seminars/emes/>