

A Spectrum of Instructional Variation in One Community College Calculus 1 Program

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Derived from data collected by the National Study of Calculus, we present classroom observation data of five instructors teaching Calculus 1 at one community college. We introduce the observation protocol used to collect data and the visualizations that allowed us to summarize the observations. The visualizations show a striking variation in instruction across instructors at the same institution, which led us to explore possible ramifications of such variation, and to propose suggestions to departments for considering the benefits and drawbacks of such instructional variation in their departments.

Keywords: calculus, instructional variation, mathematics pedagogy

Funding for this work was provided, in part, by the National Science Foundation under award 0910240. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation. We thank all the participants of the study; without them, the study would have not been possible. Authors are neither affiliates nor collaborators of the college site described in this study.



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