

*Beyond the Textbook: Getting Developmental Mathematics Students Involved in Learning*

**Janet E. Teegarden**, Ivy Tech Community College



*Janet Teegarden, Professor of Mathematics at Ivy Tech Community College, was awarded both a NISOD Excellence Award and an AMATYC Teaching Excellence Award in 2011. She has taught at Ivy Tech since 2000, following 20 years on the faculty at DePauw University. Janet has taught all levels of undergraduate mathematics, but has a special love for the developmental mathematics she currently teaches. She is a recent department chair, former president of InMATYC, and former secretary and board member of ICTM. She is a frequent presenter at local, state, and national conferences and serves as a reviewer for the MathAMATYC Educator.*

*Many college mathematics classes are taught in a traditional manner, using traditional examples from traditional textbooks. Perhaps the instructor begins by answering questions about the homework and then lectures on new material. The instructor shows various examples worked out on the board, while the students dutifully copy down these examples. In some classes, students are given the chance to try to work similar problems on their own if time permits. Students are then expected to practice these new skills by doing homework, usually problems closely resembling the examples the instructor worked in class. This homework may even be done online, with help and hints, but the problems still mimic the skills that the instructor demonstrated.*

*But how much learning is going on? Are students learning to merely parrot what the instructor or computer demonstrates, or do they truly understand concepts and develop the ability to apply their new knowledge to real-life situations?*