

# ***A Multiple Case Study of College-Contextualized Mathematics Curriculum***

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## ***Abstract***

This study investigated the use of college-contextualized mathematics curriculum to assist students in learning mathematics in a college setting. The problem addressed in the study was the challenge students had in linking math concepts, organizing mathematics ideas, and solving math problems to complete successfully their college remedial math and college math courses. The purpose of this qualitative study was to examine the use of a college-contextualized math curriculum within a face-to-face environment, as a way of aiding students in linking math concepts, organizing math ideas, and solving problems to complete their college math courses. The researcher utilized a multiple-case study design as the method. Research participants for the study were college students and instructors in remedial and college level contextualized mathematics courses at three college sites. The researcher derived the data from interviews, class observations, and curriculum documents. The multiple-case study was a three-site research study to investigate college-contextualized math curriculum in remedial and college level class environments. Each college site was a case with a specific college-contextualized mathematics curriculum. There were 12 findings, which supported the linking of mathematical concepts, organizing of math ideas, and solving of mathematical problems through the use of college-contextualized mathematics curriculum.



**Hector Valenzuela** (hrvalenz@gmail.com) received a BA in mathematics from the University of Texas in El Paso, an MA in mathematics from Cal State University, Fresno, and a PhD in math education from Northcentral University. Valenzuela has extensive experience teaching and researching college mathematics and statistics curriculum, and his research specialty is in college-contextualized mathematics curriculum.