ACTIVE LEARNING IS THE HOOK

Developing Information Literacy Dispositions in First-Year Calculus

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Active Learning

Growth Mindset

Information Literacy Dispositions
INQUIRY-BASED LEARNING (IBL) IN MATHEMATICS
MANY VARIATIONS OF IBL IN MATHEMATICS

A large number of variations of IBL exist to accommodate variation in classes, content, student population, and institutional environments.

IBL Calculus presented here is AN example and not THE example of IBL.
CALCULUS 1: FALL QUARTER, 2015

2 Mathematics Faculty

140 First-Year, First-Quarter Students

50 minute classes 4x per week

1 Textbook for all sections of Calculus

Fixed List of Topics
(1) Instructor starts class by introducing the topic of the day. Students bring a handout on that topic, which was written by the instructor. The handout contains a list of math problems to be done in class.
TYPICAL DAY IN IBL CALCULUS 1

(2) After a brief introduction, students work in groups on problems. Instructor visits groups to provide guidance and assist.
(3) As needed, whole group discussions led by the instructor are used to address common issues, general solution strategies, and techniques.
TYPICAL DAY IN IBL CALCULUS 1

(4) Instructor wraps up the class discussion.
TYPICAL DAY IN IBL CALCULUS 1

~ 65% of class time

Instructor Intro -> Guided group work supported by instructor -> Class discussions as necessary -> Instructor wraps up, ends class
COURSE CONTENT

- Standard Calculus Content
- Productive Failure/Growth Mindset
- Information Literacy
COURSE CONTENT

Standard Calculus Content  Productive Failure/ Growth Mindset  Information Literacy

“Learn by Doing” Assignments
All three components + IBL instruction work together as a system!
LEARN BY DOING ASSIGNMENTS

Productive Failure/
Growth Mindset

Math
Autobiography

Reading
Reflections

Productive Failure

It’s Okay to Be
Stuck!

Information Literacy

Library Resources 1 -
Group Study

Library Resources 2 -
Identify Course-Related
Books

Library Resources 3 -
Research in the Google
Era

Looking Back Reflection
LEARN BY DOING ASSIGNMENTS

Productive Failure/ Growth Mindset

Information Literacy

"If you manage people or are a parent (which is a form of managing people), drop everything and read Mindset."
—Guy Kawasaki, author of The Art of the Start

mindset
THE NEW PSYCHOLOGY OF SUCCESS

HOW WE CAN LEARN TO FULFILL OUR POTENTIAL

* parenting
* business
* school
* relationships

CAROL S. DWECK, Ph.D.

"Will prove to be one of the most influential books ever about motivation."
—Po Bronson, author of NurtureShock
What Kind of Mindset Do You Have?

**Growth Mindset**
- I can learn anything I want to.
- When I’m frustrated, I persevere.
- I want to challenge myself.
- When I fail, I learn.
- Tell me I try hard.
- If you succeed, I’m inspired.
- My effort and attitude determine everything.

**Fixed Mindset**
- I’m either good at it, or I’m not.
- When I’m frustrated, I give up.
- I don’t like to be challenged.
- When I fail, I’m no good.
- Tell me I’m smart.
- If you succeed, I feel threatened.
- My abilities determine everything.
Write a 1-2 page Math Autobiography. Comment on your math experiences in your school days (K-12).

a. What kind of math experiences did you have?
b. Do you like Math?
c. Explain
d. Do you feel you can be successful in Math classes?
Productive Failure/ Growth Mindset

Math Autobiography

Reading Reflections

Productive Failure

It’s Okay to Be Stuck!

The 5 Elements of Effective Thinking
Edward B. Burger
Michael Starbird
Write about a problem you were stuck recently in Math 141, and include a description of the problem and 1-2 paragraphs about what you learned from the mistake.

Discuss two strategies for using mistakes (#PF) in the future to enhance your learning.
Identify a problem (or type of problems) you have been stuck on this quarter in Math 141. Describe the problem here (without a solution) and what you were stuck on.

Discuss new strategies (to you) that you will employ when you are stuck in the future.
LEARN BY DOING ASSIGNMENTS

Productive Failure/
Growth Mindset

Information Literacy

Framework for
Information Literacy
for Higher Education
Big Mindsets

➤ Value the role of the library as a contributor to academic success
➤ Seek guidance from experts, e.g. librarians, professors, and professionals
➤ Think critically and reflectively about the research process
➤ Seek out scholarly conversations on a topic

Library Resources 1 - Group Study
Library Resources 2 - Identify Course-Related Books
Library Resources 3 - Research in the Google Era
Math 141 LBD Assignment #2: Library Resources 1

| First Name: |  |
| Lowr Name:  |  |
| Section: 04 or 07 |  |

Log your math study hours for the week. Think 25-35!

<table>
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<tr>
<th>Sun</th>
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Instructions: The Kennedy library has a portfolio of support programs to help students succeed. In this assignment, you will focus on collaborative study spaces at the library. Visit the library and learn how to reserve a "fishbowl." Form a study group of classmates from your section of Math 141. Your group must reserve a "fishbowl" with 2-4 other classmates for at least 1 hour. After your study session, all students should complete the following:

1. List the names of the other students who attended the "fishbowl" study session.

   

2. Describe in a paragraph the topics you worked on together, and what you personally worked on.

3. Attach/embed a photo of the group study session as proof here:

   [Paste a Photo]
Assignment 5: Library Resources 2

First Name:  
Last Name:  
Section: 04 or 07

Log your math study hours for the week. Think 25-35!

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Instructions:

This assignment has two parts. Part 1 is to use the Mathematics section of the library to learn about the resources available to you related to this course. Part 2 is to study with a group of students from Math 141, as you did in the first library resources assignment.

1. Visit the Kennedy library and find the Mathematics section of the library. Visit http://lib.calpoly.edu to get acquainted with the services and resources available to you.

2. Find an alternative textbook for Calculus that you could use as an additional resource.
   a. Title:
   b. Author(s):
   c. Publication Date:
   d. Explain what makes this calculus book useful to you:

3. Find another college-level book related to your major. List the
   a. Your major:
   b. Title of math book related to your major:
   c. Author(s):
   d. Subject:
   e. What course(s) would you use this book/reference for?
Assignment 8: Library Resources 3
Finding Credible Information in the Google Era

First Name:

Last Name:

Section: 04 or 07

Log your math study hours for the week. Think 25-35!

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Introduction: Sites like Google and Wikipedia are highly useful, but have significant limitations that you should be aware of. When using any search engine, you are relying on the assumptions and algorithms that are embedded in that search algorithm. Important questions come to mind.

- How do we know the search engine found the right kinds sources for our needs?
- Can we be sure that the sources we have found are credible?
- How do we measure the credibility of the sources found by the search engine? What are the “levels of credibility?”
- What are the conflicts of interests between private company search engines, profits, and seeking knowledge?
- What are ways to find sources, such as peer-reviewed journal articles?

The purpose of this LBD assignment is help you become aware of a research process that goes beyond simple internet searches, adding library databases to find sources of information that may not be captured by a simple internet search.

Sample General Research Workflow

Step Zero
Start with Google or Wiki or other to gather basic info

Step One
Use the Cal Poly “Search Everything” feature, lib.caipoly.edu to search a variety of databases and sources, not necessarily covered by Google.

Step Two
Refine your search to match search results to your specific needs. Use the “advanced search” features to add criteria.

Step Three
Download, selections and evaluate their credibility.
Read sources and rerun searches as necessary to collect enough sources for the assignment.
## Library Resources 3 — Finding Credible Information in the Google Era

### LBD Assignment #8 Specifics

**Choose a Topic**
- Who is the first female winner of the Fields Medal? (The Fields Medal in Mathematics is equivalent to the Nobel Prize.)
- Who is the person who cracked the Nazi Enigma Code in World War 2?
- Who is the mathematician portrayed in the movie, “A Beautiful Mind”?
- Learn about the mathematician from UCLA, who appeared on the TV show, The Colbert Report.
- Learn about the actress, who majored in Mathematics, who co-starred in the TV series, “The Wonder Years.”
- Who is the mathematician that solved the infamous problem, Fermat’s Last Theorem?

**Assignment**

1. Use the research process described above for this assignment. Describe the specific searches, keywords used, and refinements you used to find your sources.

2. Find one newspaper article that provides biographical information about the mathematician that answers “Who is this person, and what did they do?”

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Author(s)</th>
<th>Publication date</th>
<th>Title of Article</th>
<th>What is the article about?</th>
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</table>

3. Find one peer-reviewed journal research article in Mathematics that the person published. Use the library website’s “research databases” feature, to find the MathSciNet database. MathSciNet is one of the premier databases for publications in research Mathematics.

- Please start by using the AUTHOR search and use the person’s last name. Login to the portal so that you can download the PDF articles.
- Click on the “article” link in search result citations to download articles.

<table>
<thead>
<tr>
<th>Journal Name</th>
<th>Author(s)</th>
<th>Publication date</th>
<th>Title of Article</th>
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4. Discuss in 2-3 paragraphs two (or more) things you learned about the person you researched.

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### Scholarly, Peer-Reviewed Journal Articles

**Purpose:** Inform other scholars and students in higher education of new research and findings (research books, book reviews).

**Authorship:** Experts in their fields: researchers conducting original research, practitioners, professors, university presses, and scholarly groups.

**Accuracy:** An editorial board made up of other scholars and researchers reviews the articles. Many, but not all, are considered the gold standard of tested information.

**Look for:**
- long, in-depth articles
- data and evidence, e.g., tables, charts, graphs, images (but no advertisements)
- specialized or discipline-specific language and jargon
- reference lists and in-text citations
- abstract or summary
- author affiliations
- peer-review information: dates of article submission and acceptance (provided in some journals)

See: [Anatomy of a Scholarly Article](#); [What is Peer Review?](#)
Assignment 9: Looking Back

First Name:
Last Name:
Section: 04 or 07

Log your math study hours for the week. Think 25-35!

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1. Discuss two things you learned from the Learn by Doing Assignments?

2. University Libraries are more than a stack of books. Explain what you have learned about the Cal Poly library that you can use in subsequent quarters.

3. Personal Reflection (open topic and graded only for effort): Please share your comments related to one (or more) of the major themes addressed in the LBD assignments.

Looking Back Reflection

Discuss two things you learned from the Learn by Doing Assignments.

University Libraries are more than a stack of books. Explain what you have learned about the Cal Poly library that you can use in subsequent quarters.

Personal Reflection.
The two main things I have learned from the LBD assignments are probably that failing is okay, and can actually be productive, and that the library website has a lot of online capabilities to find credible sources for magazine articles, newspaper articles, journals, etc. Being new to the school it’s nice to know that if I need a source for something, I don’t necessarily need to trek to the library, because I have so much available right on my computer!
I really liked the research assignment where one of the research options was about the German Enigma Machine from World War Two. It was a very interesting topic that was such an important part of history that many people are unaware of. I am still reading more articles on it, learning more about how it worked as well as the extreme difficulty in solving it.
FOR NEXT TIME (FALL QUARTER 2016)

➤ Be more explicit with students about the meaning of information literacy in connection with lifelong learning mindsets

➤ Tie “being stuck” in solving math problems to “being stuck” in research (e.g., “Understand that first attempts at searching do not always produce adequate results”)

➤ Include more supplementary materials and online guidance, e.g., short instructional videos
THANK YOU!

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RESOURCES


Google Shared Folder: tinyurl.com/LBDAssignments