



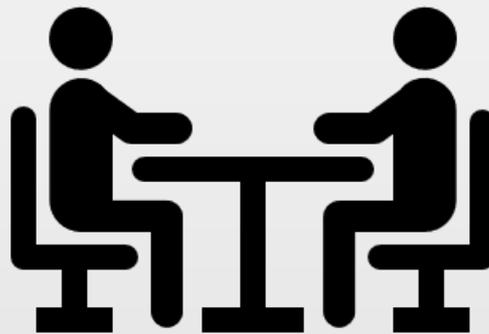
Instructional Delivery in Co-Requisite Math

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Challenge 1: Coordinating among Instructors

- Consistency among instructors with co-requisite course delivery
- Coordination if the gateway course instructor is different than the co-requisite course instructor (paired course model)
- Pacing remediation
- Increasing collaboration among faculty



Our Experience

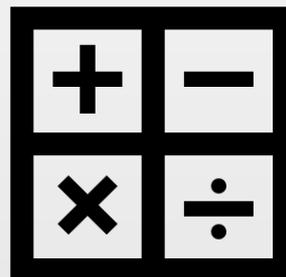
- We have booster courses for College Algebra, Finite Math, Quantitative Reasoning, and Introduction to Statistics.
- We utilize a common workbook with activities for each co-requisite course. Instructors can certainly deviate to accommodate students; however, the workbooks provide a baseline.
- The same instructor teaches the co-requisite course as well as the college-level course.

Our Experience (continued)

- There is an outline in the teaching syllabus to help pace the remediation.
- There is regular communication among faculty.
- Faculty have the freedom to address the needs of their individual students.

Challenge 2: Active Learning

- Engaging students collaboratively across skill sets
- Supporting co-requisite programming as a learning community
- Adjusting room and facility arrangements
- Modifications to your instructional style



Our Experience

- We are questioning whether the time allotted for some booster courses (e.g.. Quantitative Reasoning) is too long.
- The booster course directly before the college-level class can create three- or four-hour blocks of time, which is taxing. However, many of our students only come to campus two days a week.

Our Experience (continued)

- It is imperative to allow faculty to use the necessary tools to meet the needs of a specific class.
- For the quantitative reasoning, group-based instruction is an effective pedagogy for some classes but not for others.
- Student engagement is imperative; however, this can be achieved in different ways.
- We do not utilize learning communities.
- The co-requisite course and college-level course meet in the same classroom

Challenge 3: Use of OER and online resources

- Identifying quality open educational resources (OER)
- Finding instructional materials for students with varying skills
- Online homework
- Flipped classrooms
- Hybrid delivery
- On-line only delivery



Our Experience

- We have started to pilot MyOpenLab as a cost saver to students.
- We currently use MyMathLab, which contains online assignments.
- We do not use hybrid models or flipped learning.
- All our courses that use co-requisites are offered online. The online sections utilize discussion groups and worksheets.