

Teaching Algebra in an Online, Asynchronous Environment for the First Time: Insight from University Mathematics Education Instructors

PROCEEDING

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SITE Interactive Conference, Oct 26, 2021 in Online, United States ISBN 978-1-939797-58-2 Publisher: Association for the Advancement of Computing in Education (AACE)

[Conference Info](#) [Proceedings Book](#)

Abstract

Curriculum was designed to incorporate movement in a face-to-face algebraic reasoning course. However, the course was converted to an online, asynchronous format due to social distancing. The online course was taught by three mathematics education instructors in an upper division mathematics content course across eight different sections of the course (approximately 250 preservice K – 8 teachers). For all three instructors, this was the first time they taught an asynchronous online course. Results showed that there were some challenges the instructors faced. These challenges were primarily a result of preservice teachers' generally low comfort level in learning mathematics in an asynchronous environment. Modifications that had to be made to the curriculum will be discussed as well as suggestions for asynchronous mathematics content courses.

Citation

Kurz, T.L., Meltzer, D., Nation, M. & Lee, M.Y. (2021). Teaching Algebra in an Online, Asynchronous Environment for the First Time: Insight from University Mathematics Education Instructors. In E. Langran & D. Rutledge (Eds.), *Proceedings of SITE Interactive Conference* (pp. 421-425). Online, United States: Association for the Advancement of Computing in Education (AACE). Retrieved January 1, 2022 from <https://www.learntechlib.org/primary/p/220230/>.