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Comparing a Lecture-Focused and a Blended Calculus Course

At Queen's University, we have a lecture-based calculus course for 700 first-year engineers, and a blended/flipped calculus course for 1,300 first-year Arts&Science students. As the coordinator of both courses, I'll present some of the contrasts between the teaching approaches, and specifically how students respond to them. Results from engagement studies will be included.