
CHESTER WEATHERBY, Wilfrid Laurier University

Informed pedagogical choices: surveying the Canadian (math) landscape and altering our teaching

Recently there has been concern about access and success for underrepresented groups in Science and Math-based programs, including gender differences in these disciplines. Being aware of the diversity of the student population may influence what courses we offer, and also how we teach them. In this talk we will discuss the results of an (online) survey of the what Canadian institutions are doing to support students, including increasing diversity and representation. Additionally, qualitative and quantitative data will be presented in analyzing how the method of teaching with partially populated notes in a first-year Calculus class has an observed affect on different gender populations.