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The Impact of Course Design on Students' Mathematics Pathway

Increasing diversity in mathematics will require redesigning introductory courses to activate students' passions, support students' in creating a positive mathematical identity, and launch students to success in future courses. In this talk we will discuss general design elements that push introductory courses toward accomplishing these important goals through the case study of Intermediate Algebra course at the University of Utah. The course was redesigned by introducing a problem based curriculum supported by labs and providing better support for the instructors. In this talk we will share the findings about the impact of the redesign on short- and long-term student achievement. We further discuss the student demographics in the course, and what impact was made on their future course selection and performance.