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Supporting and Assessing Mathematical Reading Comprehension

Mathematical reading comprehension (MRC) requires a set of skills beyond those required for general reading comprehension. Students often have little development of these skills, and can struggle in courses that require independent mathematical reading.

We studied students' MRC in a flipped, redesigned multi-sectioned linear algebra course. That redesign targeted MRC using "scaffolded" independent pre-class readings, and direct instruction on effectively reading mathematics. We used a self-designed tool and student surveys to assess student MRC as part of a larger study related to the redesign. We will discuss our approach to supporting MRC skill development in our course, and share the results of our study, including an interesting, and positive, result related to MRC confidence in ELL students.

This is based on joint work with A. Rennet.