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Experiential Learning Hives in an Introductory Math Course

We will discuss a course design for an introductory math course, in which students collaborate in small groups on real-world projects and communicate their findings through reports and presentations to their “hive” of twelve peers. After each project, students complete a written reflection on their experiences, to articulate what they’ve learned and how they’ve grown as collaborators, communicators, and mathematicians.

This model is currently being implemented in a first-year calculus and linear algebra course, for students interested in commerce and the social sciences. We will outline the overall goals, community structure, project tasks and reflections, as well as some of the administrative challenges of implementing this model in a large (> 1000 student) multi-section course.