

MAKING MATHEMATICS RELEVANT AGAIN

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“Yeah, but when I am going to use that?” A question that every math teacher has been asked in their career. When UWL decided to offer a new liberal arts general education math course, MTH 123 Mathematics for Decision Making, a major goal for my course design was to make sure no student finished the course asking this question. The course was designed to focus on the applications of mathematics to real-world issues. Anecdotal evidence pointed to students liking the course but liking the course and knowing when they would use the content from the course are two different outcomes. This SoTL project examined what past MTH 123 students remember from the class focusing on project design and content. I examined if the real-world applications made the material feel more relevant to the students and I begin to investigate if the relevancy increased students’ long-term retention of mathematical concepts.

