

EQUITY IN A MATH CLASS

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In academia, generally, we teach our students equally; that is, the content matter is delivered the same way to all the students placed in a class, and all students are treated equally. This philosophy poses a challenge, however, since not all students in a class have a similar academic background. For example, students taking a Calculus-II class are expected to have a good understanding of the material covered in previous math classes. But the reality is that students have different levels of mathematical problem-solving skills for the contents covered in Calculus-I or earlier math classes, even though everyone passed Calculus I and prior math classes.

An equity-minded strategy was implemented for the Calculus-II class to help level the playing field, that is, help students recall or refresh skills from earlier math classes that are, generally, needed to be successful in Calculus-II. It is my intention to share what I have learned from the implementation of this strategy.

