

CONTEXTUALIZE TO LEARN: PREPARING FACULTY TOWARD MATH CONTEXTUALIZATION FOR STUDENT SUCCESS IN ADVANCED TECHNOLOGICAL EDUCATION: HIGHLIGHTS FROM THE FIRST TWO YEARS

Principal Investigator: Xueli Wang, University of Wisconsin-Madison

Madison College Team: Zong Her, Ann Thompson, Bethany Sansing-Helton, Tony Cina

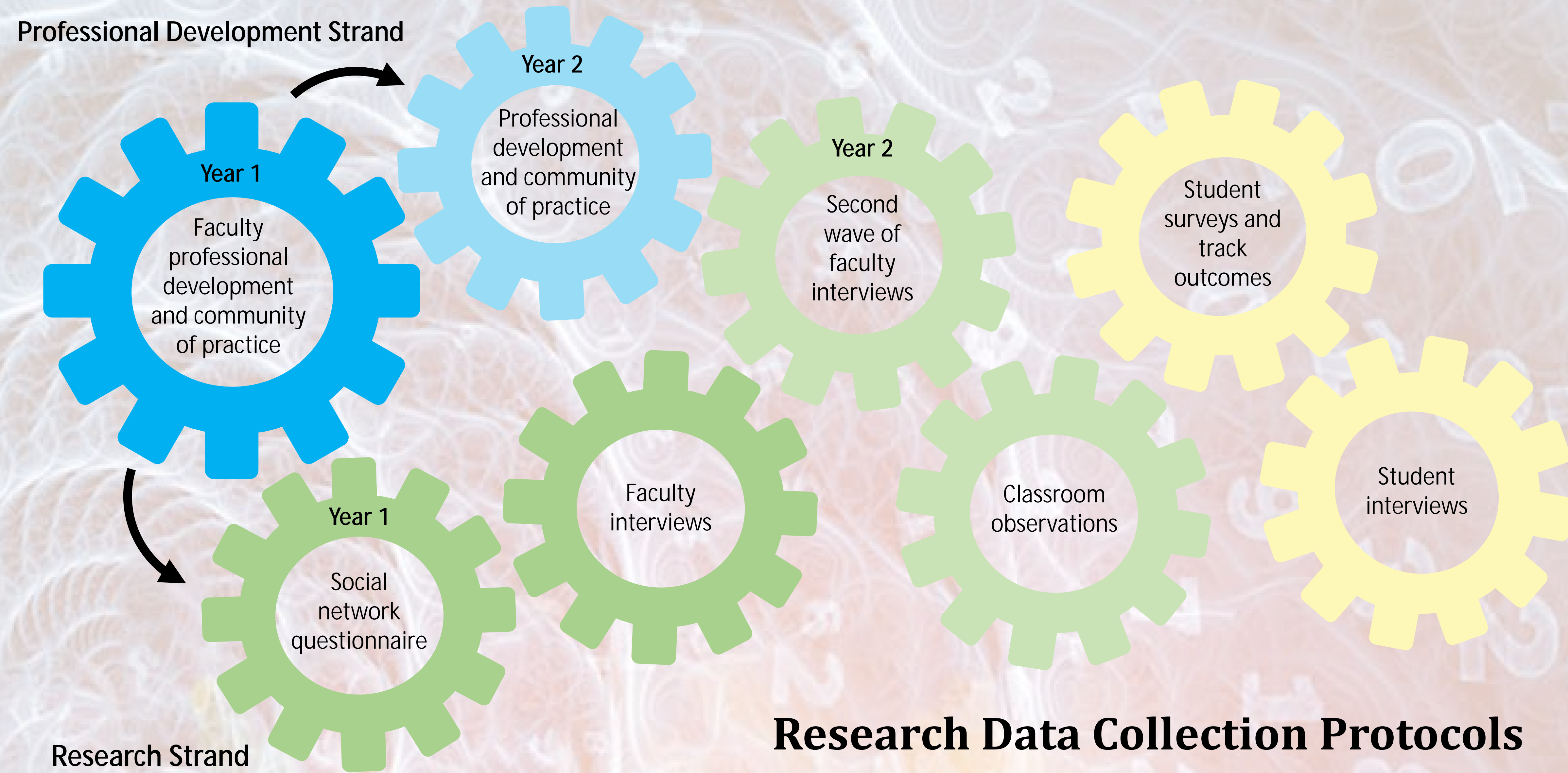
Milwaukee Area Technical College Team: Yan Wang, Mona Gauthier, Larry Gross, Amber Schreve, Michael Jenkins

University of Wisconsin-Madison Research Team: Xueli Wang, Amy Prevost, Kelly Wickersham, Yen Lee, Brit Wagner, Xiwei Zhu

What do we want to know?

1. How do faculty teaching Advanced Technological Education students math engage with and make sense of professional development activities as part of a community of practice around math contextualization?
2. How do faculty in the community of practice apply contextualization in teaching math?
3. What is the effect of math contextualization on students' interim and longer-term outcomes such as course grade, course completion rate, credential completion, transfer, and workforce participation, and how does contextualization exert its effect, if any?
4. How do Advanced Technological Education students in math courses of varying levels of contextualization describe their learning experiences and motivational beliefs regarding math and their overall educational and career success?

What are we doing to find out?



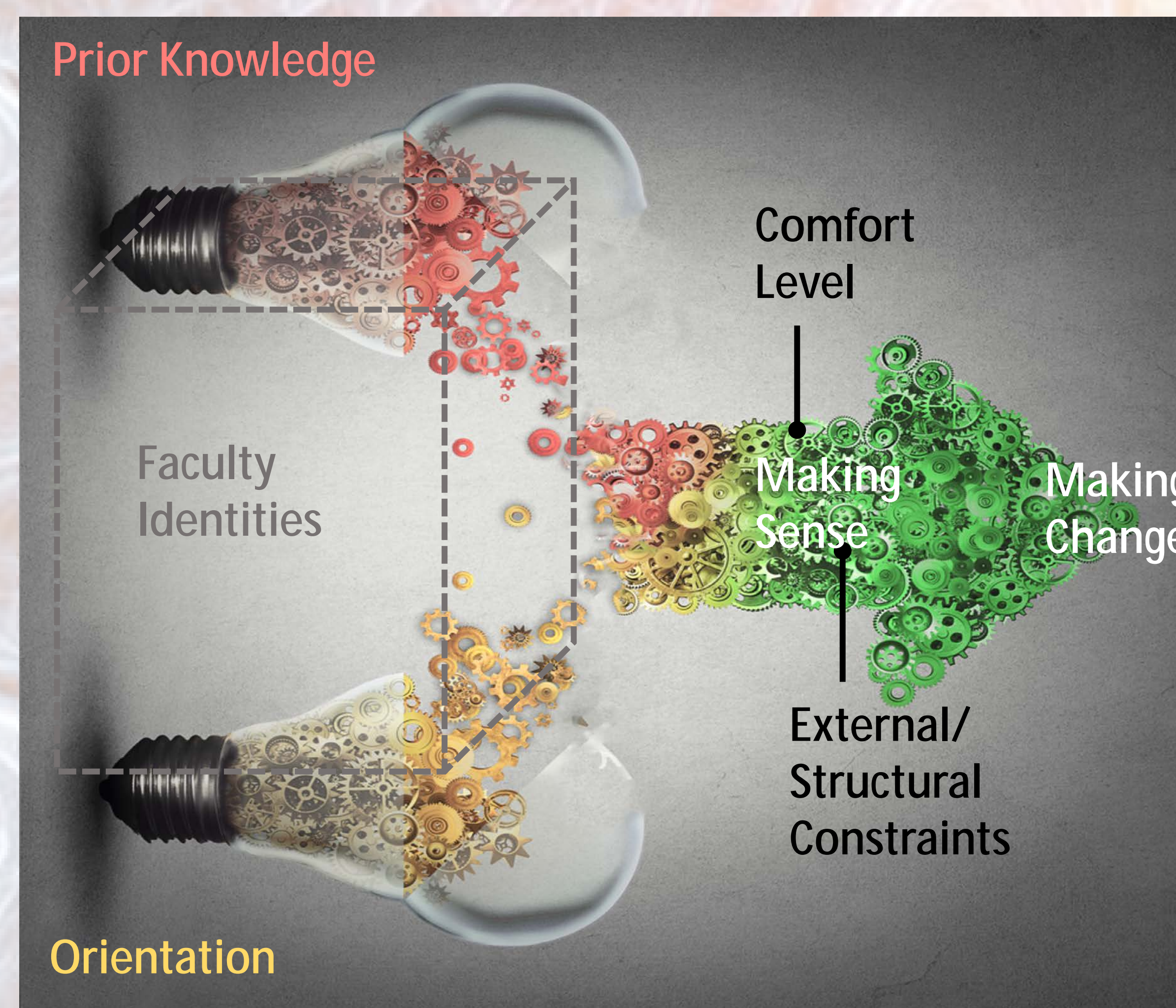
Research Data Collection Protocols

Interview protocols Classroom observation protocol Student survey protocol



What have we found so far?

How faculty make sense of contextualization



Looking ahead...

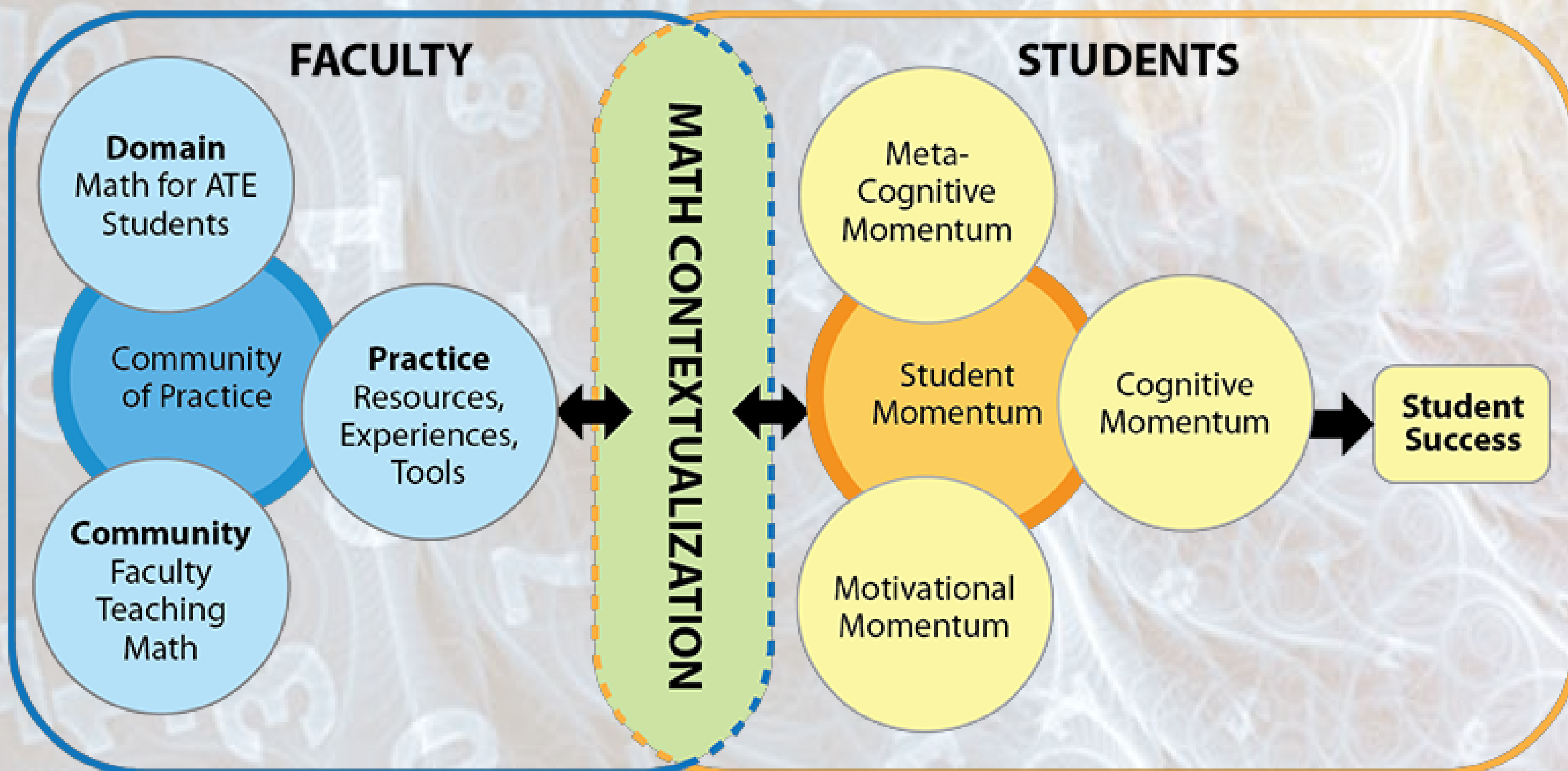
- Analyze data from Years 1 and 2
- Sustain efforts around community of practice and professional development into Year 3 and beyond
- Launch final wave of faculty interviews
- Integrate administrative records with student survey data and analyze longer-term student outcomes
- Disseminate project research and professional development products

For further information

Contact Dr. Xueli Wang at xwang273@wisc.edu or visit <https://c2l.wceruw.org>

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Who is partnering?

