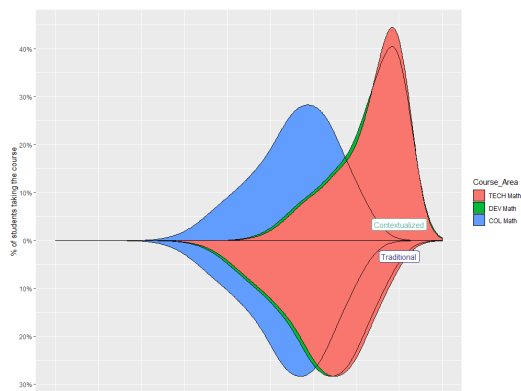


Effects of Contextualization

- The odds of course completion for contextualized courses are **124% higher** than those for traditional courses across areas of developmental, college, and technical math.
- The course grade of students in contextualized courses is **0.65 higher** than that of students in traditional courses in the area of technical and developmental math, but not in college-level math.



Grade attainment by course area and type

→ ONGOING DEVELOPMENT →

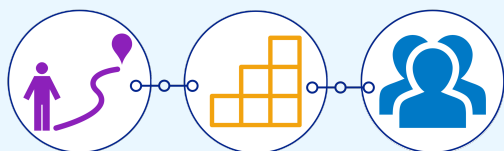


How two-year college faculty transfer industry experience into their teaching?

CLEAR EXPECTATIONS
AND LEARNING
PATH IN MATH

DIGGING INTO AND
BUILDING ON MATH
CONTENT AND
KNOWLEDGE

INDIVIDUAL
AND GROUP
WORK DYNAMICS



DISCOVERING
AND RECOGNIZING
UTILITY OF MATH

BUILDING AND
TRANSLATING
FOUNDATION
IN MATH

SITUATING
MATH IN BROADER
EDUCATION AND GOALS

Two-year college students' learning experiences in contextualized math courses and related momentum

EXTERNAL AND
STRUCTURAL
CONSTRAINTS

COMFORT
LEVEL

MAKING
CHANGE

MAKING
SENSE



How faculty make sense of professional development directed toward contextualization?