Choosing the right tool for the job: *The role of traveling workshops in engaging math faculty in active teaching strategies*

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INTRODUCTION

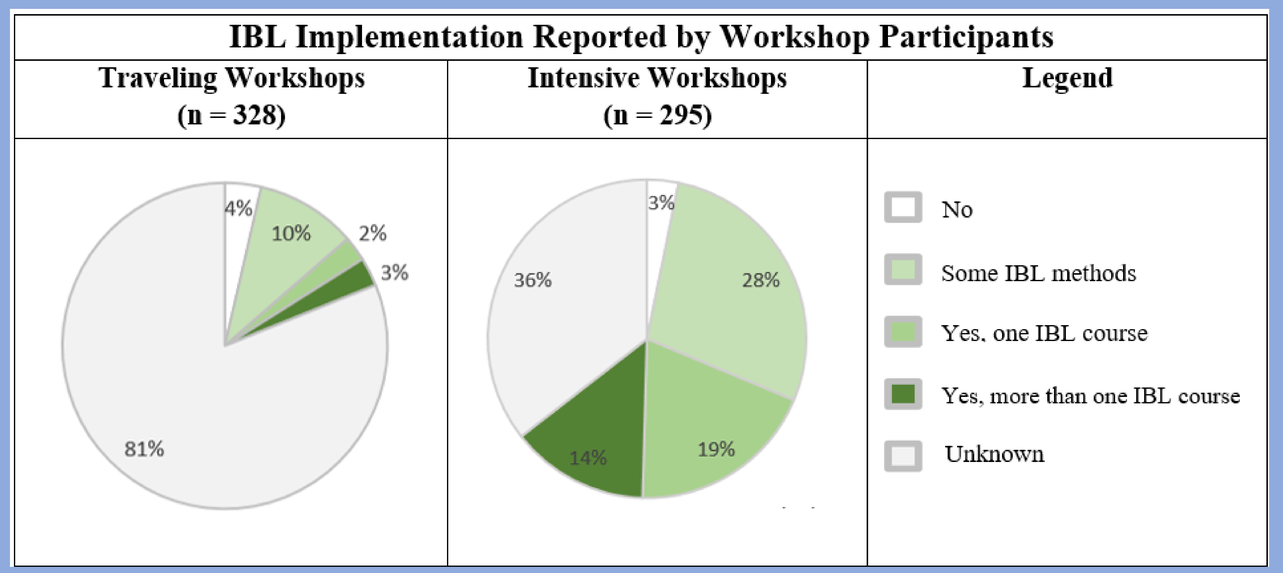
- Between 2017-2020, the Academy of Inquiry Based Learning hosted both 4-day, intensive workshops (IWS) and short, "traveling" workshops (TWS) that provided professional development opportunities for mathematics instructors to learn about inquiry-based learning (IBL).

- The IWS followed a standardized format & emphasized implementation, while the TWS were variable in length and content and generally served as an introduction to IBL.

METHODS

Data was collected through post- and follow-up surveys for both the TWS and IWS. Similar measures include self-reported gains in IBL knowledge, skill, and motivation to implement, and IBL implementation since attending the workshop.

Traveling workshops served a unique role by providing an accessible introduction to IBL, increasing knowledge and interest, and reaching a diverse range of faculty.



RESULTS

- TWS participants reported gains in several areas, including knowledge of IBL methods, interest in learning more, and interest in incorporating IBL into their classrooms.

- Compared to the IWS, the TWS reached a greater percentage of non-tenure-track faculty, 2-year college instructors, tenured faculty, Asian-American faculty, graduate students, and Hispanic/Latino faculty.

- TWS implementation rates were modest compared to the IWS.

DISCUSSION

Our findings provide evidence that TWS can serve as an accessible tool for getting instructors involved with active teaching methods, but do not have as strong an impact on implementation as the IWS.

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