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Action Learning of Mathematics:
The Case of Pandemic

Abstract. The Covid-19 pandemic has suspended traditional face-to-face classes across the K-20 spectrum. Instead, the course delivery is facilitated using various meeting utilities and learning management platforms. The authors argue that, during the crisis, teaching of mathematics continues being effective if it incorporates the action learning framework which includes students’ individual work on various types of projects requiring application of mathematics and supervised by more knowledgeable others. It is observed that, despite teaching being seemingly in dire straits, the notion of individual projects as the means of action learning of mathematics has grown in its educational significance. This growth in part is due to the increase in parental assistance available to students due to a greater inter-family connectivity in the time of the pandemic.