

Abstract Submitted
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Studying Students Studying Algebra NATHAN ALEXANDER,
Morehouse College — College Algebra and other developmental mathematics courses are gatekeepers in undergraduate mathematics. Uri Treisman and Bob Fulliloves seminal work *Studying Students Study Calculus* (Fullilove Treisman, 1990; Treisman, 1992) confirms features of undergraduate learning that education researchers have identified in K-12 settings: namely, that peer networks and academic communities (Walker, 2012, 2006) not only support but help to ensure students academic success in mathematics. This study explores the structure of small-world networks and the multiple functions of these communities in college algebra. Findings indicate that academic networks in early college mathematics help to improve persistence and commitment to mathematical learning, deepen content knowledge, and provide resources in often rigid or hostile transitions from secondary education to undergraduate mathematics. Implications for university faculty and departments are provided.

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