

1116-P5-795

Ksenija Simic-Muller* (simicmka@plu.edu), Pacific Lutheran University, Mathematics Department, 1010 122nd St S, Tacoma, WA 98447. *From quantitative literacy to basic modeling in a summer bridge program.*

This summer I taught a quantitative literacy mathematics course in a summer bridge program. The students, while having taken a variety of mathematics courses in high school, including calculus, had placed in the lowest level mathematics class at my institution, and had weak mathematical preparation, even having trouble reading and writing large numbers. The curriculum in the course especially focused on issues of social justice. The course culminated in a final project, in which most students used basic mathematical modeling to make predictions about future graduation rates, world population, and the end of oil reserves, among others. I found that the focus on critical reasoning rather than on formulas and equations, the use of technology to assist in problem solving, as well as the use of contexts that were familiar and relevant, leveled the playing field and provided all students enrolled in the class with an opportunity to do mathematics and be mathematicians. (Received September 13, 2015)