

COMMIT Network: communities for Mathematics Inquiry in Teaching

How can regional, discipline-specific communities of practice transform teaching?

WHERE DO PARTICIPANTS FIND VALUE?
227 MEMBER OPEN-ENDED SURVEYS,
THREE EMERGENT THEMES...

COMMUNITY OF PEERS:

“ This network allows me to talk to people with the same interests, the same philosophy...Having people to talk to, that's the biggest thing for me. I don't have to feel like I'm the only one who is doing it. I have support. Others think it's good and we exchange ideas to do better. , ,

SHIFT IN PRACTICE:

“ I've adjusted my assessments and grading practices and increased my pre-semester outreach to students based on suggestions brought up in lunchtime discussions. I will be implementing mastery-based grading in 2 of my sections for the fall, motivated by discussions in the COMMIT group. , ,

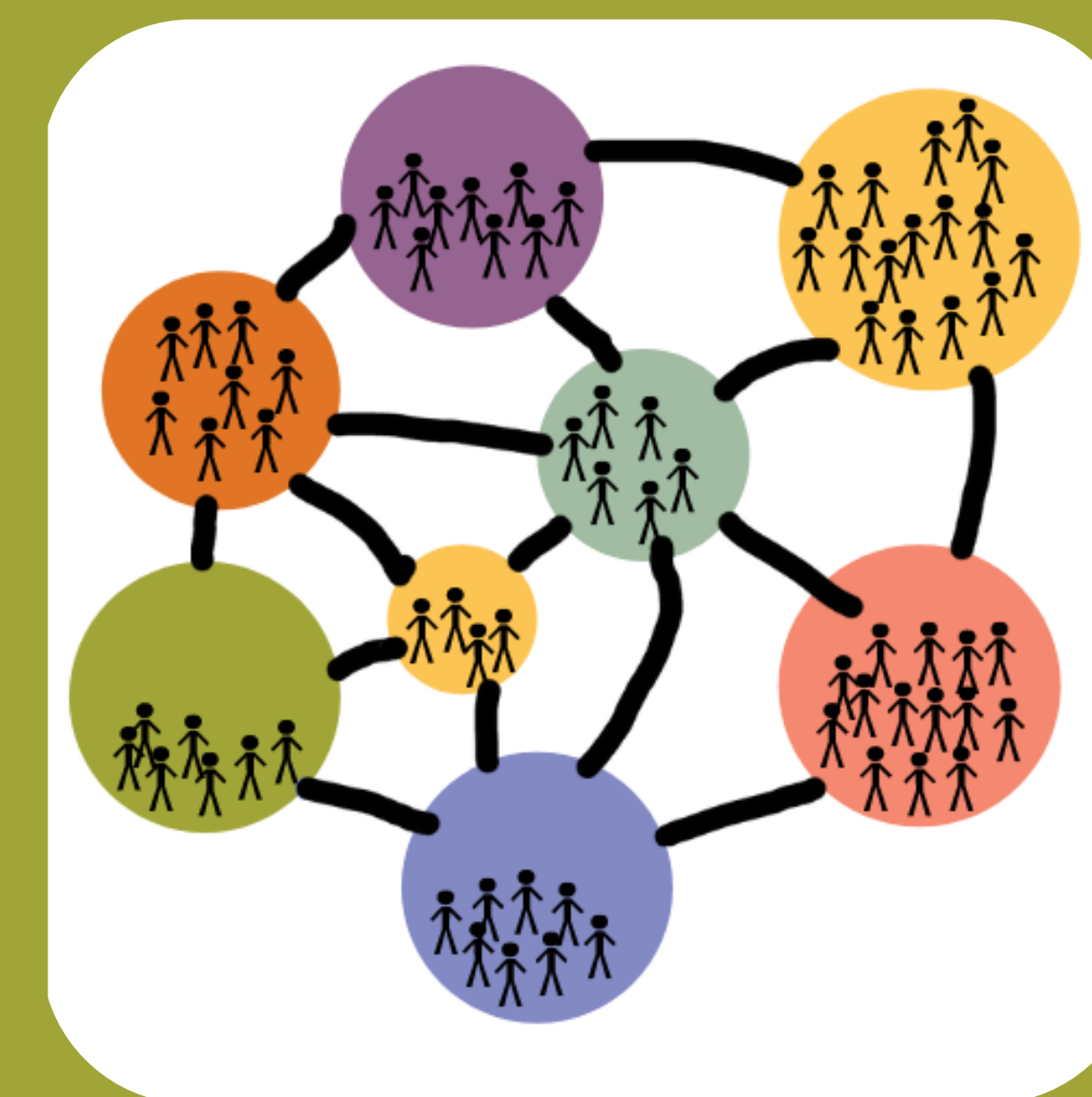
SHIFT IN BELIEFS:

“ The book we've been discussing talks about developing relationships with our students. Through reading the book and our discussions, I've gained insight into the importance of relationships, how to develop them, how to deal with difficult classes, how to recognize how our own past experiences influence relationships with students, etc. , ,

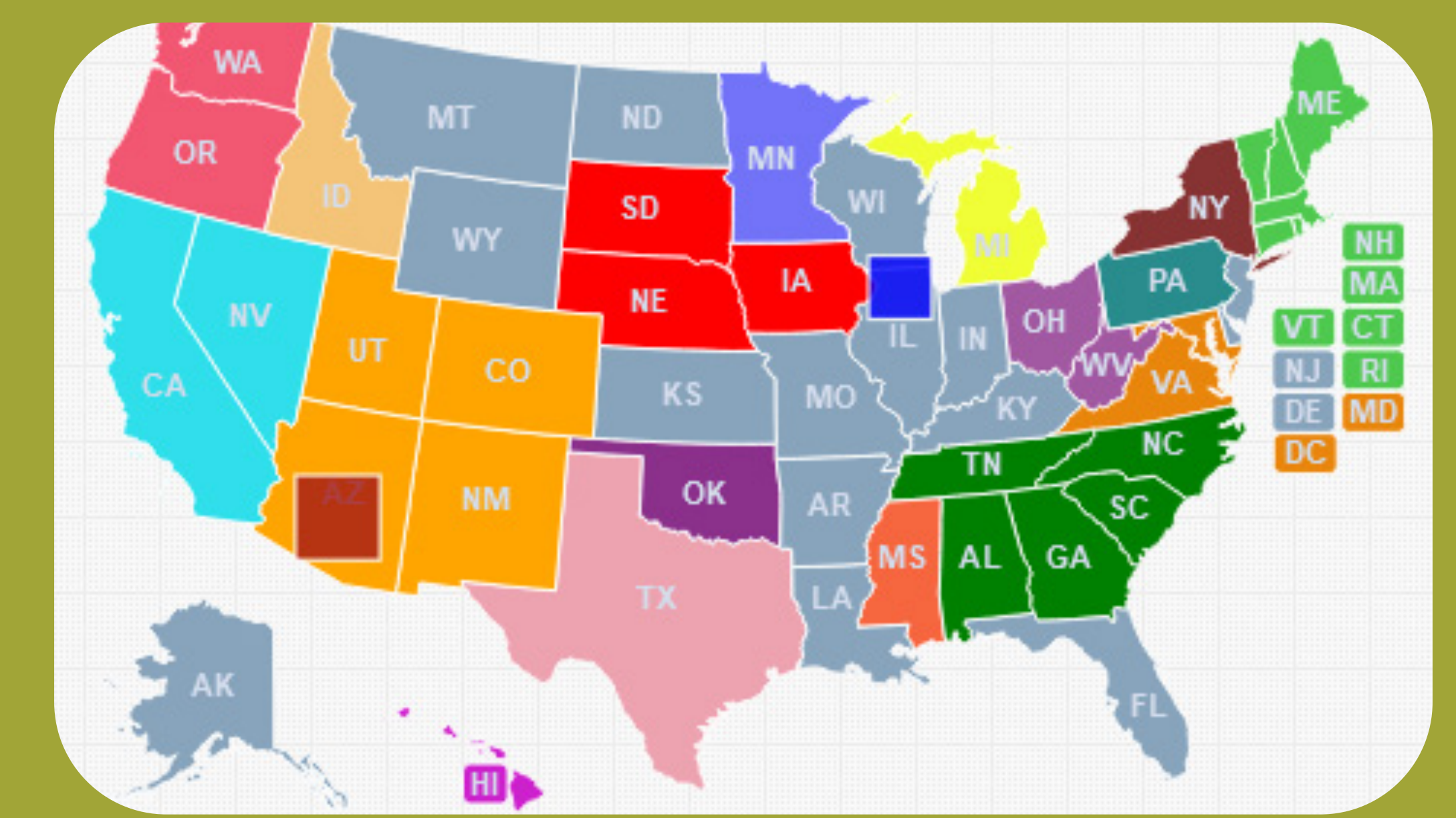
a COMMIT is a local group of college mathematics educators interested in practicing and disseminating teaching and learning techniques centered on student inquiry. These communities provide professional development, mentoring, and collaborative opportunities to help members build and sustain inquiry-based, equitable teaching practices in their college math classrooms. (Gantner, R., Gomez Johnson, K., Jakopovic, P., Ksir, A.E., Rault, P.X., 2020).

the COMMIT Network

creates community, connections, shared structures, and collective identity for its constituent COMMITs and members (Gomez Johnson, K., Jakopovic, P., von Renesse, C., 2021; Jakopovic, P., Gomez Johnson, K., and White, N., 2022).



Members belong to regional communities, which belong to the larger network.



A map of current and coalescing COMMITs. Over 800 educators belong to communities in this Network.

Teaching with Inquiry

"Four Pillars" of Inquiry-Based Learning (Laursen & Rasmussen, 2019)

	Mathematical Space	Social Space
Students Need	deep engagement in rich mathematics	opportunities to collaborate
Instructors Must	inquire into student thinking	foster an equitable environment

