

## BCTC Developmental Math Emporium Model: What does “Emporium” mean?

Some sections of developmental math are being taught using a modified emporium model. Some of the key features of this model include:

- **EMPHASIS ON MASTERY LEARNING**
  - Mathematics is a cumulative subject that depends on mastery of basic skills and then builds to develop higher level skills and concepts. If a solid “foundation” is not established, then the “building” will topple.
  - Students will be expected to learn and practice concept until they have fully mastered the concept.
  - **LEARNING MASTERY** will need to be demonstrated before the student moves up to learn higher level skills and concepts.
- **FLEXIBLE LEARNING PACE**
  - Instead of being forced to learn material at a teacher prescribed “classroom pace”, the student has more flexibility to spend less time on topics already understood and more time on topics the student has difficulties with.
  - **TARGET DUE DATES** are presented to give the student structure and an ideal timeline that will allow the student to complete the course in the allotted time.
  - Students may **COMPLETE THE COURSE EARLY** and begin learning the next course, or, if needed, may re-enroll in the course the following semester to learn remaining concepts **CONTINUING FROM WHERE THEY LEFT OFF** the prior semester.
- **INDEPENDENT AND ACTIVE LEARNING**
  - Effective learning best takes place when the student has a routine. Students will be expected to attend the regularly scheduled class times and to attend an additional two hours weekly in the BCTC Tutoring Center. **ATTENDANCE AND PARTICIPATION** are required and count toward the course grade.
  - Learning best takes place when the student is actively involved in the process. This does not usually occur when a student is sitting in a classroom listening to a teacher. Although there will be some instructor-lead **SPOTLIGHT SESSIONS** highlighting key topics, there will be no daily lectures from an instructor.
  - The student will be given a variety of materials from which they can learn and practice concepts :
    - **Concept Assignments** with videos that can be paused and reviewed and checkup questions providing more interactive learning and quick assessment of new ideas and vocabulary
    - **Homework Assignments** where students can demonstrate their learning of the concepts.
    - **E-Text** with videos, interactive animations, practice problems and detailed video solutions to textbook practice tests in addition to the standard written material
    - **Individualized Study Plan** catering to the student’s individual progress and needs
    - **Instructor created materials** including notes, powerpoints, and/or study aids
    - **Individual assistance** from the instructor (or tutors) both during class and during required lab time in the tutoring center for immediate assistance with questions
    - **Peer groups** during class times allowing for peer-to-peer tutoring and study groups
  - **TECHNOLOGY**, in this case the use of MyLabsPlus, will be the primary mode of delivery for instruction, assessment and grading. This provides the student experience working with and utilizing features of interactive software programs, and allows the instructor to collect more detailed information about student progress and needs, and communicate efficiently with the student.
  - **CLASS NOTEBOOKS** will be required so the student can learn how to take notes, correctly write mathematics and to allow instructors/tutors to better assist them with their questions and analyze where they are having difficulties.

Ideally, the emporium model enables the student to develop better skills in both learning and time management, be able to set their own goals and then complete them, and overall become a more autonomous, self-sufficient college learner while also mastering the content.