

# Enhancing the Learning Culture of Mathematics Undergraduates

Dr Chinny Nzekwe-Excel; Makhan Singh; Dr Suki Phull: [nzekweec@aston.ac.uk](mailto:nzekweec@aston.ac.uk); [m.singh@aston.ac.uk](mailto:m.singh@aston.ac.uk); [s.phull@aston.ac.uk](mailto:s.phull@aston.ac.uk)

**Rationale & Aim:** With increasing student fees, organisational pressures, and greater demand from a multi-cultural & diverse student population, HEIs constantly explore strategies that will increase student engagement as well as progress students' learning experience.

**Three Engaging Initiatives** were implemented to complement formal teaching & consolidate the learning process of Mathematics Students at different levels.



- Embedded Mathematics Alumni talks into Module
- Subsequent assessment of students on relevance of Mathematics in the real world.

- Student/ peer support
- Peer-working culminating in Poster Competition ceremony

- Collaborative contribution of Mathematics Staff & Students in the 2014 Fair.
- Student-led Interactive Mathematics outreach activities.

## Current Outcomes:

- Improved communication & sense of community between staff and students
- Transferrable & employability skills enhanced

## Student and Staff Voices - Reflection on Initiatives:

- *“gave me confidence to communicate mathematics to the general public”*
- *“these skills can’t be learnt in the lectures”*
- *“bonding with students of different years”*
- *“applying Mathematics to the real world”*
- *“having something to look forward to every Wednesday”*