Abstract: In this presentation I will take the audience on a journey of an introductory linear algebra class designed to help students develop a geometric understanding of basic linear algebra concepts. I will share some embodied activities that I implemented in the course and then share metaphors that the students created for basic linear algebra concepts. Preliminary findings of this work suggest that the embodied activities, linguistics, and students’ identities informed the metaphors that they created. Moreover, I will showcase how this assessment illustrated students’ cognitive understanding of the concepts as well as their behavioral and affective domains. The students expressed all three of these domains (cognitive, behavioral, and affective) via embodiment including gestures, body posture, facial expressions, and tone of voice. In conclusion, I will share the value and challenges of such assessments.

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