

**Meeting:** 1003, Atlanta, Georgia, MAA CP A1, MAA Session on Getting Students To Discuss and To Write About Mathematics, I

1003-X1-1654      **Gregory Mark Boudreaux\*** (gboudreaux@unca.edu), Department of Mathematics, 326 Robinson Hall, CPO# 2350, UNC – Asheville, Asheville, NC 28804-8511. *Student Presentations: Not Just a Minor Diversion*. Preliminary report.

We've all done it – turned to student presentations as a change of pace, perhaps to add some spice to a course with mediocre student participation. Accordingly, the outcome is pleasant, but does not afford much of a learning or grading opportunity.

In a second course in linear algebra, I decided to have student presentations provide the framework for the entire course. Students presented multiple lectures based on journal articles (mostly from Linear Algebra Gems — MAA Notes #59), submitted a written version complete with a homework assignment they composed, and anonymously critiqued their classmates' presentations. Mathematics comprehension, writing, and presentation skills showed dramatic improvement and exhibited surprising creativity. Examples of student work included. (Received October 06, 2004)