

1014-S1-1668

Debasree Raychaudhuri* (draycha@calstatela.edu), Dept. of Mathematics, 5151 State University Dr., Los Angeles, CA 90032. *Confidence to Competence: Giving Back the Control in a Math-anxious Classroom.*

Numerous researchers have studied the cognitive development and difficulties of students as they struggle to learn the mathematical concepts in introductory collegiate courses. They document that the students' fragmented understanding often originate from a rote learning approach - leading to a lack of willingness on the students' part to own the knowledge, in turn breeding math-anxiety. Students gradually become helpless puppets of their own inaction and their desire to mimic the authority. We present a class-room culture that strives to give back the control. In this setting the students become researchers, writers, teachers, evaluators and finally the assessors of their own mathematical strengths and weaknesses. In this manner our goal resonates with CUPM recommendations that encourage students to "Read mathematics with understanding, and communicate mathematical ideas with clarity and coherence through writing and speaking (p. 6)" (CUPM Curriculum Guide, 2004). Additionally we discuss the changes in students' outlooks following their participation in the class. (Received September 28, 2005)