1023-R5-1915   **Pam Crawford*** (`pcrawfo@ju.edu`), Jacksonville University, Department of Mathematics, 2800 University Boulevard North, Jacksonville, Florida 32211. *Student Engagement in History of Mathematics.* Preliminary report.

Students majoring in mathematics at Jacksonville University are required to take an upperlevel History of Mathematics course. Most students are very apprehensive about this course due to the nature of the course. Most mathematics courses involve class discussion of mathematics problems and of the mathematical techniques necessary to solve such problems. These abilities are not necessarily those that best serve students in History of Mathematics. Here classroom discussion centers on important episodes, problems and discoveries in mathematics, with emphasis on the historical and social contexts in which they occurred. As a Jacksonville University Scholar of Teaching and Learning, I investigated whether the guided discovery teaching technique of giving students an historical event to serve as a seed for their investigation as to a possible link to mathematics better engaged my History of Mathematics students in the course material than my previous teaching methods. This talk will discuss the results of my study, including students' reactions to the assignments and their performances in the course. (Received October 02, 2006)