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**Holly Zullo\*** (hzullo@carroll.edu) and **Christopher Storm** (cstorm@adelphi.edu). *False Confidence.*

A key step in becoming a fluent mathematical thinker is to analyze mathematical statements and to find counterexamples to false statements. We present evidence from classroom voting data collected by 10 instructors in 32 classes at 7 different institutions that suggests undergraduate students need more opportunities to develop this mathematical habit of mind. Students were more confident when voting true on a true/false mathematics question than when they were voting false, regardless of the actual veracity of the mathematical statement being considered. We will discuss this data and its implications for mathematics education. Our data was collected as part of the NSF-funded Project Mathvote. (Received July 09, 2012)