

1116-S1-2721 **Ron Buckmire***, Mathematics Department, Occidental College, 1600 Campus Road, Los Angeles, CA 90041, and **Treena Basu**, Mathematics Department, Occidental College, 1600 Campus Road, Los Angeles, CA 90041. *An Investigation Of The Effects of Different Pedagogical Practices in an Introductory Differential Equations Course On Teaching and Learning*. Preliminary report.

In this talk we shall provide preliminary findings from our investigation into the differences between two parallel sections of an introductory differential equations course taught at a small, private, highly selective liberal arts college. The instructors used the rare opportunity of having two roughly equal sections of an introductory differential equations course taught in the semester to conduct an impromptu experiment in the effects of different pedagogical practice on various measurable outcomes related to teaching and learning. The two sections had almost all course materials coordinated to be identical (textbook, homework, midterm exams and final exam). The primary difference between the two classes was that in one section student polling (also known as classroom voting) occurred and in the other it did not. The questions of how, whether and what measurable differences are observed will be summarized and discussed. (Received September 22, 2015)