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Evidence for Concept Modification – The limit Concept of Post-secondary Students.

During the research that investigated innovative teaching techniques that promoted conceptual change in calculus concepts, data was collected through two problem solving interviews and one six-week long teaching episodes that was modeled after the constructivist theory of learning. In the end, students who held inconsistent conceptions of the limit construct was able to understand the concept in a level that was beyond the procedural level. Based on the evidence presented through during the research, I will detail the instructional undertakings that lead to the vital concept modification. Data was collected through detailed field notes, and video taped conversations test were parts of the teaching episodes. The concluding problem-solving interview that lasted 2 hours provided the data that highlighted conceptual change in students. (Received September 26, 2017)