

1014-H1-974 **Rodney X. Sturdivant*** (ar9432@usma.edu), MADN-MATH, United States Military Academy, 646 Swift Road, West Point, NY 10996, and **Alex J Heidenberg** and **Brian Souhan**. *Involving Students in Their Own Learning: Course End Presentation*. Preliminary report.

Students learn more when they take a stake in their own learning. This paper describes the initial stages of a project where students are required to research an application to a differential calculus topic and present their research to their classmates. As one example, at the culmination of the semester, the students were given a brief introduction to LRC circuits, an interdisciplinary application of differential calculus. The students (in small groups) were then required to teach a short class for their peers highlighting the application. They were to introduce LRC circuits and teach the group how material learned during the semester could be useful in analyzing the circuits. The teaching methods were the choice of the student groups — part of the assessment was how well their classmates could understand the material presented. Following the student presentations, a faculty member from the electrical engineering department gave a short presentation on LRC circuits and differential calculus from a electrical engineering point of view. This talk discusses the project, lessons learned, student feedback, and plans to expand the program into other interdisciplinary projects. (Received September 26, 2005)