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**Aaron Wangberg\*** ([awangberg@winona.edu](mailto:awangberg@winona.edu)), 322 Gildemeister Hall, Winona State University, Winona, MN 55987. *How was that picture helpful? Using online tablet-PC software and corrective self-explanation to increase student conceptual understanding in applied pre-calculus.* Preliminary report.

According to the prompted self-explanation principle, students will achieve higher learning gains when prompted to explain steps of worked examples than when they study the material without such prompting. A variation of this principle, called corrective self-explanation, prompts students to explain why worked examples are incorrect. In an introductory three week study, students in an applied pre-calculus course were asked to use an online tablet-PC based system which prompted them for self-explanation and corrective self-explanation of both instructor and peer-created solutions. In this talk, I will share how the tablet software was used in the study and report on how self-explanation affected student conceptual understanding. (Received September 16, 2008)