

1046-Z1-703

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The purpose of this session is to present the preliminary data on a research project involving the use of Personal Response Systems (PRS) in undergraduate mathematics classes. The first stage of the project involved collecting data from three sections of students in elementary mathematics content courses – two classes used the PRS on a regular basis in the course as an informal assessment of the comprehension of the reading assignments and a review of basic computational skills. The research project will seek to examine differences in the students regarding motivation and performance. The researchers are also looking for any correlations that might exist between the skill-oriented questions and student success in the course. The first phase also utilized PRS in the methods course for secondary mathematics majors to facilitate anonymity in motivating open-ended discussions. The session will also be used to share the plans for phase two of the implementation for the spring semester. (Received September 10, 2008)