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Brad Bailey* (bbailey@northgeorgia.edu), 82 College Circle, Dept. of Mathematics & Computer Science, Dahlonega, GA 30597. *Effects of a Modified Moore Method on Performance, Attitudes and Efficacy in Precalculus.*

The researchers conducted a year-long quasi-experimental study on the effects of the Moore method versus lecture methods in Precalculus, a freshman level course in mathematics. Our experiment involved three instructors and was conducted over two semesters, with both teaching methods used during each semester, and with each instructor teaching one control and one treatment section, thus providing a control/treatment design for both semester and instructor. Near the beginning and end of each semester, all the students completed a survey which included questions about grade efficacy and task-efficacy as well as a subset of the attitudes and beliefs construct of Shoenfeld (1989). To assess and compare the students' performance in the course, all students took a common final exam. In this talk, the speaker will describe the study itself and outline the study's statistically significant findings, which include higher final exam scores and increased mathematical maturity for the students in the Moore Method class. (Received September 19, 2010)