

1077-N1-2740      **Edwin P Herman\*** (eherman@uwsp.edu). *Using Inquiry Based Learning to Enhance Student Attitudes in Complex Analysis*. Preliminary report.

I redesigned my Complex Analysis course for Fall 2011 to utilize an Inquiry Based Learning (IBL) method of teaching. Rather than using lectures, IBL encourages students to learn through direct work and presentation. Under my guidance, class time consisted primarily of students questioning and critiquing each other's work, supplemented with bi-weekly group quizzes.

I hoped students would develop more confidence in their ability with mathematics and gain a deeper understanding of complex analysis than they would have if I had used a more traditional method.

Students were given attitude surveys at the beginning of the course and again at its end to measure gains in confidence and appreciation of mathematics; these results will be presented and compared with those of a control group (other upper division mathematics courses were also surveyed). Student feedback will also be presented in various forms, including a direct comparison of student work and perception of ability level.

Depth of understanding is more difficult to assess, but rough measures of student comprehension of specific topics will be compared to similar assessments in previous years' classes. (Received September 22, 2011)