

1086-N5-2514      **James S Rolf\***, 10 Hillhouse Avenue, Department of Mathematics, Yale University, New Haven, CT 06520, and **Bradley Warner** and **Lauren Scharff**. *Peer Instruction via Learning Catalytics Compared to Active Learning*. Preliminary report.

We report on the impact of peer instruction facilitated by Learning Catalytics software on conceptual understanding as compared to the use of other active learning techniques. Learning Catalytics is a software implementation of clicker technology with many types of questions and a grouping algorithm that can be used to match students for peer discussions. We will report on similarities and differences in performance on conceptual questions, computational questions, and attitudes between treatment and control groups. This study was conducted at the United States Air Force Academy and Yale University in the Fall of 2012. (Received September 25, 2012)