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Alternative Teaching Strategies in Pre-Calculus.

In Calculus courses, student have a lot of difficulties in understanding the core and confusing concepts which they have learned in their pre-calculus courses. In order to improve the student success in Calculus classes, I was supported by a NSF grant (AMASS) to examine alternative teaching strategies to help students understand the core/confusing concepts. In my pre-calculus class, I added student presentations in my study. The study used a quasi-experimental non-equivalent control group design. The independent variable was the course type (Baseline Group and Experimental Group). The Baseline group consisted of the data such as the retention rate and grade distribution collected from the academic year 2011-2012. The Experimental group was the data collected from Fall 2012. By comparing the data collected from these two groups, students from Experimental group were expected to show an increase in retention rate and passing rate. The main objective of this project are to get students to be prepared for upper level mathematics courses that their majors might require. In this presentation, I will demonstrate the data collected for this study, discuss the strengths and weakness of this project, and provide some future suggestions for similar projects. (Received August 26, 2013)