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Natali Hritonenko* (nahritonenko@pvamu.edu), Department of Mathematics, Prairie View, TX 774, TX 77446-0519. *Warm-ups and games as tools for better understanding mathematical subjects.*

Every mathematical discipline has a demanding curriculum and requires covering a variety of topics, each of which needs a strong foundation of its prerequisite courses. Sometimes, the latter is not as it had been desired, and some students have barely passed the prerequisites and are overwhelmed with new courses and other activities. They just jump from class to class and their thoughts might be still in the previous class. How does an instructor switch the students' attention to their current class? How do they refresh the previously discussed topics, review fundamentals, and prepare students to learn new topics? Various pedagogical ideas and techniques have been suggested since ancient times. Implementation of warm-ups, games, and bonus problems is one of them. Their description and examples, provided at different levels of mathematical courses, will be presented. The benefits and challenges of these activities from assessment perspectives and students' eyes will also be discussed. (Received August 13, 2014)