

1106-97-2783

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Each semester, mathematics educators are presented with students who, in spite of course enrollment, lack requisite fundamentals. Mathematics, a discipline which builds on the absorption of prior concepts, is unlikely to be mastered when proficiency levels in precedent topics are low. Many institutions provide means to mitigate this state of affairs via tutoring services and liberal office hours. Unfortunately, these recourses are scarcely utilized by the students who need them most. As with any skill that is to be mastered, frequent practice and review are required. Instructors may observe reluctance by students to even attempt work outside of the classroom. Why is this? Often, in the case of mathematics, students have a mental block. Such blocks have been created and fostered over many years with students proclaiming, “I’m not good at math.” Too often, these assertions go unchallenged by authority figures. In this talk we will discuss some of these issues while exploring strategies and best practices that have proven effective in actively engaging students allowing them to ultimately emerge successfully from the course. (Received September 16, 2014)