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**Jessica M Libertini\*** (libertinijm@vmi.edu), **Caitlin Phifer** and **Erica Sevey**. *Fading the Jade: Using an exam correction/reflection assignment in calculus to promote metacognition and course navigation skills for freshmen who think they know it all but don't... yet.*

One of the challenges of teaching a calculus course to mostly freshmen is that our students come from different high schools and have different levels of exposure, mastery, and awareness of their own strengths and weaknesses with respect to calculus material. Students will frequently try to coast on the material they recognize. Instead of engaging with the material anew, weaker students will repeatedly make the same conceptual errors because they've "seen this stuff before." Stronger students are often fine coasting until the course covers material that is new to them later in the semester; then, unlike their peers, they have no experience with learning in the construct of the current course. At the University of Rhode Island, we proposed and implemented a required exam correction and metacognition assignment that affords all students the opportunity to wrestle with their misconceptions, to identify their common error trends, and to learn how to navigate the course by relating exam questions to course material. This assignment has been tailored to maximize student benefit while minimizing the time input required from instructors. In this talk, we will present our assignment, give examples, and provide feedback from both students and instructors. (Received September 16, 2014)