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Karen Keene*, PO Box 7801, North Carolina State University, Raleigh, NC 27603, and
Nicholas Fortune and **Celethia McNeil**. *We will present the results of a qualitative analysis of the amount and quantity of students' discourse in an inquiry oriented differential equations class and those students academic performance.* Preliminary report.

There is interest in connecting students' participation in student-centered classrooms and their performance on homework, projects, and formal assessments. In this report, we will present the results of a quantitative analysis of the amount and quantity of students' discourse in an inquiry oriented differential equations class and those students academic performance. (Received September 16, 2014)