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)