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Victor I Piercey* (piercev1@ferris.edu) and **Roxanne Cullen.** *Using Linked Courses and Classroom Configurations to Teach Mathematical Inquiry to Freshman Business Students.* Preliminary report.

First year undergraduate business students, like other college freshmen, usually expect to be told in class what they need to know for “the test.” They tend to resist posing questions unless it relates to how they do their homework. However, posing and investigating questions is a lifelong learning skill that is particularly important for business professionals.

In this talk, we will share attempts to stimulate question-asking and exploration in an inquiry-based quantitative reasoning course for business students. We ran two sections of this course. One section was linked with a freshman writing course and took place in a classroom whose configuration was designed to encourage inquiry. The other section was unlinked in a standard classroom. We will discuss the assignments designed to promote question-asking in both the linked and unlinked sections as well as data comparing the two sections. The data include the frequency and quality of questions posed in each class and results of a math anxiety and math beliefs survey administered to both sections at the beginning and end of the course. (Received August 26, 2014)