

1125-C1-1799 **Debra L. Hydorn*** (dhydorn@umw.edu), 1301 College Avenue, Fredericksburg, VA 22401. *“Small Teaching” in Introduction to Discrete Mathematics*. Preliminary report.

In his book “Small Teaching: Everyday Lessons from the Science of Learning,” James M. Lang provides examples of assignments and activities instructors can use to help students build their knowledge and understanding of course concepts as well as their inspiration for learning. Lang defines “small teaching” as brief activities, one-time interventions, or small modifications to a course that have their foundations in the learning sciences, have a positive impact on real-world learning environments, and that he has used in his own teaching. While I was pleased to see that I was already doing some of the “small teaching” Lang recommends, for the Fall 2016 semester I incorporated more of Lang’s ideas into my introduction to discrete mathematics course. Examples include providing students with more opportunities to retrieve learned information, interleaving concepts and activities to space out learning throughout the course, and making more connections with previously learned material. This presentation will provide summaries of the “small teaching” activities I used and student outcomes, as well as student responses to mid- and end-of-course surveys. (Received September 19, 2016)