

1035-97-1024      **George R. Exner\*** (exner@bucknell.edu), Department of Mathematics, 380 Olin Science Building, Bucknell University, Lewisburg, PA 17870, and **Christopher C. Leary**. *Discussion of the Bridge to the Upper Division: From Pedagogical Research into Pedagogy and Back Again.*

We lead a discussion of the implications of the papers presented earlier on "bridging" or "transitions" and how the knowledge gained by research into learning and teaching in this area can be implemented in our courses and programs. We also ask how the classroom experience of teachers can indicate useful directions for future research.

The development of an active, more unified group of mathematicians and mathematics education researchers sharing ideas on the transition to the upper division is one of our goals, and we will hope that this discussion will aid in this development.

Discussion about ideas for encouraging the dissemination of results, initiating fruitful collaborations, and fostering an active interplay among researchers in mathematics education and the practitioners who could benefit by bringing research results into the classroom will be encouraged. (Received September 18, 2007)