

1046-H1-1331 **Marie P. Sheckels*** (msheckel@umw.edu), Department of Mathematics, University of Mary Washington, 1301 College Avenue, Fredericksburg, VA 22401. *Comparisons of Guided Discovery and Problem Based Learning.*

Designing lessons that use investigative approaches to help students learn mathematics has long been advocated in the field of mathematics education. Guided discovery lessons and problem-based learning are both types of ways that teachers may structure their lessons to promote student learning. Is one approach better than the other in general or in particular cases? Does structuring lessons using different approaches result in different learning outcomes? The presenter has used guided discovery lessons for many years and has more recently started incorporating problem based learning in her classes. In this session, she will discuss an action research project she has conducted comparing the use of guided discovery lessons and problem based lessons. This presentation will compare the features of each approach and discuss the advantages and disadvantages of each based on students' attitudes and achievement. (Received September 15, 2008)