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Classroom voting in an introductory real analysis course.

Inspired by Guershon Harel's call to pay attention to "intellectual need" in the introduction of mathematical concepts, I have attempted to motivate specific important concepts in real analysis by generating questions that reveal to students the utility of said concepts prior to their introduction. In this talk, I will discuss how I have integrated classroom voting in the setting of an introductory real analysis course. I will pay special attention to questions that have either revealed student misconceptions or generated interesting peer discussions in the classroom. (Received September 20, 2009)