

1056-E1-1619 **M. McGivney-Burelle Jean*** (burelle@hartford.edu), 200 Bloomfield Avenue, Mathematics Department, West Hartford, CT 06117. *Classroom Voting: Using Students' Responses to Write Better Questions.*

For the past 3 years we have taught our math for liberal arts course at the University of Hartford using classroom voting pedagogy supported by student response systems (i.e., "clickers"). In the short time we have used clickers, we have found them to have a positive impact on promoting active student engagement in class, encouraging participation from all students, and creating a safe space for shy and uncertain students to participate in class. The use of clickers has also allowed us to instantly gauge the general understanding of the class and take appropriate mid-course corrective action when students do not understand a particular concept or problem. Most recently we have begun collecting data on students' responses to the questions we pose during class. Using these data we are able to write better questions—that is, questions that encourage more deliberation and discussion and result in more horizontal and less vertical bar graphs of responses. In this talk I will provide examples of questions and related student response data. (Received September 22, 2009)