

962-D1-232

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We present the results of a comparative study in which most of the review chapter usually covered in class at the beginning of a typical precalculus course, was not covered in class. Instead, the students were asked to review the material on their own and were tested on its content at several moments throughout the course. This reorganization allowed more class time for studying the function concept and also allowed students to review topics prior to their being used in class. The study supports the plan to substitute the review chapter with a computerized "just in time" review quiz system. (Received August 31, 2000)