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Darwyn C Cook* (cook@alfred.edu), Mathematics Department, Alfred University, 109A Myers Hall, Alfred, NY 14802. *Time On Task Versus Student Performance*. Preliminary report.

We will discuss the results of an experiment in using recitation sessions in an introduction to calculus course taught using a traditional style. This course is designed to teach flight operations students the concepts of derivatives and integrals so that they may use these concepts in later coursework, which is capstoned by a course in flight dynamics. The course has received praise from flight operations faculty for the knowledge students possess of calculus, however the high failure/dropout rates (40%-50%) are universally unacceptable. The proposed solution is to pair with each class a recitation session where students will meet with the instructor of the course and work on homework problems. The recitations have been run twice, with an aggregate failure/dropout rate of approximately 10%. The recitation sessions have been considered a major success by all involved, including the students. We will discuss some of the details of the experiment in more detail, what components make up a successful recitation program, and some of the costs. (Received August 14, 2000)