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Kelly S. Cline* (kcline@carroll.edu), Dept of Mathematics, 1601 North Benton Avenue, Helena, MT 59625, and **Mark R. Parker** and **Holly S. Zullo**. *Active Learning through Classroom Voting*.

Classroom voting is a teaching technique where the instructor poses a multiple-choice question to class, gives them a few minutes to work through the question and discuss it with their peers, and then has each student vote on the correct answer, often using a hand-held “clicker.” The instructor then guides a Socratic discussion of the question, asking different students to explain what they voted for and why. This pedagogy can have a dramatically positive effect on the classroom, creating a very student-centered learning environment: Strong majorities of students agree that this teaching method is fun, it helps them engage in the material, and they believe that it helps them learn. At Carroll College, we have integrated several voting questions into almost every period of our classes, finding that if used carefully, we can cover exactly the same material, teaching the same syllabus, and giving the same exams: Nothing has to be removed. Classroom voting is simply a different way of presenting the material. Large libraries of classroom voting questions or ConcepTests exist for calculus, and so to build on this success, over the past year, we have developed and tested libraries of classroom voting questions for our linear algebra and differential equations classes. (Received September 14, 2007)