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Enhancing Quantitative Reasoning at the K-12 and College Levels of Education.

How does “Quantitative Reasoning” differ from “Mathematics” *per se*? How have various colleges and universities sought to enhance their students’ QR skills - students’ ability to apply logic, math, and statistics in context and to strengthen their rhetoric with quantitative evidence? What efforts are being made at the K-12 level to infuse a QR approach in the curriculum? In this session, Corri Taylor draws on her experiences directing Wellesley College’s QR Program for the past decade, running two-week “Improving Teacher Quality” professional development workshops on QR for secondary school teachers the last two summers, and enhancing the resources of the National Numeracy Network to address these questions. (Received February 01, 2011)