

1125-G1-2599      **Tim Whitemore\*** (twhitemore@exeter.edu) and **Aviva Halani** (ahalani@exeter.edu).  
*Shared Presentations: Encouraging Clear Communication through Divided Roles.* Preliminary report.

Some inquiry-based classes focus on students working through tasks selected from a problem-based curriculum for homework and then presenting their solutions to the class. These solutions are sometimes incomplete, imprecise, and perhaps impractical. Mathematical discussions can lead to more complete, more precise, and more practical solutions that are understood by all members of the class. Clear communication is essential for this to happen, but might fall out of focus as more attention is given to students mastering content. In this presentation, we discuss an alternative approach to the structure of math classes described above. In Shared Presentations, one student submits a solution to a given task and another student presents that solution to the class. The purpose of this alternate structure is to push students to interpret, communicate, and critique the arguments shared by a peer. For these actions to be possible, students must pay special attention to the clarity of their written work so that it accurately conveys the intended reasoning to an informed audience. The presenter must be able to step outside of his or her own solution method in order to understand the first student's solution. We report on an implementation of this instructional approach in this presentation. (Received September 20, 2016)