

1067-K1-2037 **Karl-Dieter Crisman*** (karl.crisman@gordon.edu). *Mathematical and Moral Development Through Service-Learning*. Preliminary report.

One goal of providing service-learning opportunities is to help students connect mathematics study with the rest of their lives. Given that much service-learning is motivated by concerns of a broadly moral nature, it is natural to ask students to specifically reflect on this aspect of their service.

This talk reports on this at our college, where student self-reports overwhelmingly did not just describe the service as having been mathematically helpful or a good thing to do, but as having given impetus to (broadly speaking) deeper moral reflection and formation. Reflecting on this placed their service in a personal (not just community) context, and provided a chance for students to explore their own ideas about why or how they are serving.

The context for this is a service-learning opportunity (tutoring local urban high school students in related course material) in three separate offerings of basic calculus courses over the last four years. Students self-selected into this (one of several options) for a semester-long project. (Received September 22, 2010)