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Visual cues provide a tool to assist students in recognizing and applying symbolic rules while offering opportunities to strengthen conceptual understanding. The results of a classroom teaching experiment involving visual cues in teaching exponent rules will be presented. The cues were designed to increase computational skill while also drawing connections with other mathematical topics. Pre-test and post-test surveys were administered to two sections of intermediate algebra students, one as a control group and the other as a treatment group. The treatment group showed a greater improvement in computational fluency, and the difference was statistically significant. Possible uses of visual cues to the teaching of other mathematical topics will be discussed. (Received September 21, 2010)