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Robert L Brabenec* (robert.brabenec@wheaton.edu), Department of Mathematics, Wheaton College, 501 College Ave, Wheaton, IL 60187. *The “More” Method of Teaching Proofs.*

The Moore methodI replaces the traditional lecture method by the opposite extreme of student presentation of proofs of theorems from a list provided by the teacher. The main claim for effectiveness of Moore’s method is that it enables students to learn how to prove theorems independent of help from any source, and to express these proofs orally. Liabilities of the method include complete avoidance of written literature and dialogue with classmates. Also the scenario of proof after proof needs interruption by enrichment insights from the teacher’s experience. The word ‘more’ refers to desirable items I feel are missing from the Moore method. In the fall of 2010, I will use the following approach with 18 real analysis students. Each day a sheet of questions to investigate will be given. The next class will begin with student responses to these questions. Students are to first try these questions on their own before consulting a text or another student. The class will be divided into 3 groups, each meeting weekly to respond to questions over material from the previous week. Instead of the teacher being a silent observer in the classroom, this method proposes active interchange of ideas among faculty and students in each class session. My talk will present results of this approach. (Received August 16, 2010)