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A. S. Elkhader* (elkhadea@northern.edu), Dept. of Mathematics & Natural Sciences,
Northern State University, 1200 S. Jay St., Aberdeen, SD 57401. *Maximizing the Benefit of a
Review Session Using an Informal Collaborative Group Format.*

An informal collaborative learning group format is used in this work. Two classes, Calculus III and Differential Equations, are used for comparison. A collaborative format used in the differential equations class, while a standard question/answer format is used in the calculus class. Numerous learning parameters are kept under control except the collaborative learning format. In the differential equations class students are divided into groups of three or four students each. Review problems, which are requested by students or selected by the instructor, are spaced out on the whiteboard around the room. Each group, which is formed by the instructor, is volunteered to work on one of problems. A member from each group is asked to write down a complete solution on the board, and to present that work to the entire class. Students' interviews and perception of the collaborative learning environments, as well as their performance in class in terms of mathematical writings and grades will be shared. (Received September 14, 2010)