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There are many studies about students' thinking about the derivative (e.g., Thompson, 1994; Zandieh, 2000). None, however, addressed how students use the terms, "derivative," "the derivative function," and "the derivative at a point" when describing those concepts and their relationships, or how instructors address them in the calculus class. This study, therefore, explores the main features of their discourses on the derivative in the classroom and interview settings with the data collected from student surveys (n=85), classroom observations (n=3), and interviews with students (n=12) and instructors (n=3). Analysis of students' discourses revealed their incorrect notions about the derivative, which are closely related to their use of the word, "derivative" without specifying it as the derivative function,  $f'(x)$ , or the derivative at a point,  $f'(a)$ , and descriptions of their relationship. Interestingly, the instructors also used the word, "derivative," without specifying its referent and implicitly addressed the relationship between  $f'(x)$  and  $f'(a)$  in the class. These results suggest that exact use of the terms and explicit discussion on the relationships would provide a better opportunity for students to learn the derivative. (Received September 18, 2010)