1106-S1-1085 **Samuel Luke Tunstall*** (tunstallsl@appstate.edu). *The Efficacy of Projects and Discussion Boards in Increasing Quantitative Literacy Outcomes in an Online College Algebra Course.* Preliminary report.

In this talk, I will discuss my efforts to promote quantitative literacy in an online version of College Algebra, the first online math course for undergraduates at Appalachian State University. This course is being taught in the Fall 2014 semester. At Appalachian State, College Algebra is one of many courses that fulfill the QL requirement. It is taught almost exclusively by graduate students, and is a terminal course for many who take it. This research relates to the concern that – in light of course content and traditional teaching methods – students leave College Algebra with very few gains in QL. An online platform provides a unique means of engaging students in quantitative discussions and research. My online course includes a number of news discussions and data-driven projects; these "sneak" QL into topics which are typically cut-and-dried for teachers and students. The projects also promote the development of technology literacy, as students use Excel and even create their own website. Using the QLRA (developed by the National Numeracy Network), I will assess whether the online students have significant gains compared to those taught in traditional sections of the course. As a graduate student, I look forward to providing a unique perspective on this important topic. (Received September 10, 2014)