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Applying interactive, learner-centered methods to teaching Mathematics.

We describe a learner-centered upper-level mathematics course where the students present the material to the class instead of the instructor, and the students make presentations on applied topics at the regional MAA meeting. The students liked the course format, although originally they felt apprehension about learning from each other and about doing presentations. They learned other trans-disciplinary skills such as how to give presentations, how to give feedback to their peers, how to learn from feedback, and to trust their peers. The instructor enjoyed the additional connect he had with the students and felt that both he and the students benefited from it. This course also incorporates many components of learner-centered teaching. Weimer presented five different practices that define learner-centered teaching. Blumberg further described each of these practices into various components with each practice having around five different components. We listed the learner-centered components within each practice area that this course demonstrates and discusses its implementation. (Received July 12, 2007)