

1116-A5-1038

Rob Eby*, PO BOX 6030, Bryan, TX 77805. *Have Students write memos (with a word limit but no limit on pictures) for each other to enhance their understanding of mathematical ideas and concepts.*

In an effort to enhance student understanding, encourage collaborative learning, and provide a writing experience, I had students (in groups) prepare a memo to explain a problem or topic. The memos had a hard cap of 200 words, but there could be as many pictures included as the group felt necessary. An example of the problems and topics the students wrote memos on is below. There will be a discussion to follow about the student response and effectiveness of the assignments. Handouts will be provided. In class we worked the following: *You park at the trailhead and begin a 2 hour hike at 0700 Friday morning. On Sunday morning you leave at 0700 and hike 2 hours back to your car. Suppose the trail is 6 miles long. Explain why there must be a point where you were at the same position at the same time along the trail Explain the difference between that problem and the one below. Would the conclusion we reached in class still apply? Explain.* **Rob starts at the trail head at 0700 Friday. 30 minutes in to his trip, he teleports ahead 100 meters, then finishes walking the trail, arriving at 0900. On the return trip that again starts at 0700, again 30 minutes into his trip he teleports ahead 100 meters, then finishes walking the trail, arriving at 0900.** (Received September 16, 2015)