

1116-C5-2765      **Josh Thompson\*** (joshthom@nmu.edu), Math Department, Northern Michigan University, Marquette, MI 49855. *Do in-class mindfulness activities increase student performance?* Preliminary report.

Years ago I opened my Differential Equations class with a mindfulness activity to begin the day. Motivated by my own experiences with my personal practice I led my students through a short series of guided stretches and attentive breathing. Though no one was hurt in the process, I did feel quite awkward and I have never repeated the activity. More recently, motivated by increasing evidence of the positive effects of such activities (eg Ramsburg & Youmans, 2014), I once again incorporated contemplative practices into my teaching.

In this quasi-experimental case study, I compare student performance across two sections of a semester-long college algebra course. In one section I incorporated mindfulness activities such as 1-2 minute guided meditation and breathing exercises. The other section was treated as a control group. In this presentation I discuss the facilitation of the activities and the results of the study. (Received September 22, 2015)