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Examining the Effectiveness of Reading Questions in Introductory University Mathematics Courses.

This talk will report on a study completed recently by two mathematics faculty members at Wabash College. The study was designed to study how effective pre-lecture reading questions are in giving students an elementary understanding of the material to be presented in the lecture. Reading questions were divided into three categories - definitional, computational and theoretical. The students' ability to both correctly answer such questions as well as retain the new information will be reported, as well as what these results might suggest in terms of improved teaching practices. A brief, and undoubtedly incomplete, overview of the literature in this area will also be provided. (Received August 17, 2006)