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Using Writing in College Mathematics Courses.

J. Excell. Coll. Teach. 9, No. 3, 3-17 (1998).

Describes use of focused prompts with student journals in a college mathematics course at Ohio State University. Students were asked to complete two writing tasks weekly to describe what they had learned from specific topics, and work out one problem in detail, with explanatory notes describing errors and false starts. Students' attitude toward math, as well as their performance, were improved. (ERIC)

Classification: D45

Keywords: metacognition; self evaluation (individuals); student journals