

1106-R1-2240 **Adam M Glesser*** (aglesser@fullerton.edu). *Jay Leno and Abstract Algebra*. Preliminary report.

The goal of many lecturers is to present in a logical way, properly motivating the material with context, applications, and examples. Recent work in education research, however, shows that students watching dialogues that present common student misconceptions consistently perform better on post-tests than students watching a traditional lecture-style video with only correct information presented.

I recorded videos with two undergraduate students that show typical mistakes of a student taking a first course in group theory. The aim is to create temporary confusion, helping the viewer to develop an *intellectual need* for resolution. Faculty teaching an algebra sequence can choose which of these videos to assign to students in order to reduce the amount of time spent—often fruitlessly—covering these mistakes in lecture, freeing time for other activities. The videos are different from those produced by, say, Khan Academy, in that they are not meant to replace lecture, but rather to enhance it. Furthermore, the videos are short (generally under 10 minutes) so as to increase their modularity, and so as to not overburden the student.

This talk will discuss both the inherent value of the videos as well as the value to the faculty and students in their production. (Received September 16, 2014)