This semester, I had the privilege to be a part of Professor Prueitt's Pre-Calculus class. Learning at my own pace with ALEKS, the formation of Student Concept Narratives, and Professor Pruiett's lectures and low-stress tests have all been helpful in my completion of this course. Everything I learned in this class has helped me grow in my problem-solving techniques. I have also gained a better understanding of how the Dine Education Philosophy (think, plan, live, assure) can be useful in the comprehension of difficult math concepts and the construction of Student Concept Narratives.

I am currently working on my final Student Concept Narrative. There are four parts of the Student Concept Narrative. Part one is the introduction of topics I have worked on. Part two is when you pick at least 12-14 specific concepts that were covered in the ALEKS Trigonometry course. Part three is when you go into detail about each topic, for example, what rules are needed to solve the equation or the steps I took to obtain the correct answer. Part two and part three are combined. Part four is a reflection about learning with ALEKS, but in this assignment, which is assignment five, we reflect on the development of our Student Concept Narrative in relation to Dine Education Philosophy.

I incorporated the Dine Education Philosophy principle into this Student Concept Narrative by connecting each of the four Dine Education Philosophy principles to a specific part of the Student Concept Narrative. For example, thinking is tied to part 1, planning is tied to part 2, implementation is tied to part 3, and reflection/assurance is tied to part 4. I decided to incorporate some concepts from the low-stress tests but not all concepts were included. I included foundational concepts that could be useful for Calculus. By identifying the foundational concepts and incorporating them into my Student Concept Narrative, I am more likely to

remember the material, which will help me succeed in higher-level math courses, such as Calculus.

Examples of foundational concepts include:

1. Trigonometric (sin, cos, tan, cot, sec, and csc) ratios

2. Understanding the unit circle

3. Converting between degree and radian measure or vice versa.

4. Utilizing the unit circle to identify angles

5. Verifying a Trigonometric identity

When I was placed in Trigonometry, I didn't work as much in ALEKS, instead, I used Khan Academy as a resource to gain a better understanding of Trigonometry concepts. Being a visual learner, I was able to grasp information easily, so I didn't struggle as much. When it came time to take the low-stress ALEKS tests, I used the Dine Education Philosophy principles to guide my process. The questions required me to think about what I learned, develop a plan to solve the problem, implement my plan to solve the problem, and double-check my work to assure I got the correct answer.

The Dine Education Philosophy principles have been a part of my analytical work in this course. I have been able to effectively use the Dine Education Philosophy principles as a guide to problem-solve and reflect on the assignments (Student Concept Narratives, independent study in ALEKS, and tests) throughout the semester.