

The worksheets created at the University of Nebraska Omaha (UNO) can be used in a variety of settings ranging from guided lectures to full inquiry-based learning. At UNO, they are used in a very inquiry-based manner. The instructors start out class by selecting problems from the previous day's homework that the students present on the board to the entire class. The problems presented are carefully selected to review the previous day's material, highlight important concepts, and also lead into the new material.

When there is a TACTivity available, those are used during class. On days when worksheets are used, the instructor uses the selected presentation problems to lead into the new topic, either helping the students to see the connections of the old topic to the new topic or by giving a very brief mini-lecture on the new topic. These mini-lectures are typically only 5 minutes in length and provide the basics of the new topic in an engaging manner for students.

Once the new topic is introduced, the students work on the worksheets. The instructor and learning assistant walk around the room both answering and asking questions to help the students understand that material.

For example, when doing the analytical limits worksheet the instructor takes about five minutes to connect graphical limits to analytical limits by using a function that students are familiar with from algebra (a line). The only instruction the students are given before they work on the worksheet is that the class comes up with a list of ways they can re-write functions using algebra (to help them determine ways they can "get rid of" the division by zero and determine the limit of the function, if it exists).

The instructor brings the class back together if there is a problem that most of the class gets stuck on or has questions on. Otherwise the students work on the worksheet for the rest of the class period. The worksheets designed for UNO can all be completed in one or two 50-minute class periods depending on the pace the material is covered. The idea is that instead of doing the examples for the students, the students do the examples and discover the "tricks" and techniques needed for the problems.