

1086-N1-1970

Estrella Johnson*, emjohns@pdx.edu, and **John Caughman, Julie Fredericks** and **Lee Gibson**. *Implementing Inquiry-Oriented Curriculum: From the Mathematicians' Perspective*.

As part of an effort to scale up an instructional innovation in abstract algebra, several mathematicians have implemented an inquiry-oriented, group theory curriculum. Three of those mathematicians (co-authors here) also participated in iterative rounds of interviews designed to document and investigate their experiences as they worked to implement this curriculum. Analyses of these interviews uncovered three themes that were important to these mathematicians: coverage, goals for student learning, and the role of the teacher. Here we will present and discuss each teacher's views relative to these three themes. We will draw on interview data, classroom data, and first person commentaries in order to articulate each teacher's goals, emphases, and bases for decision-making. (Received September 24, 2012)