Mary Beisiegel* (mary.beisiegel@oregonstate.edu), Department of Mathematics, 362 Kidder Hall, Corvallis, OR 97331. Learning about teaching through experimentation and reflection.

The Scholarship of Teaching and Learning identifies new avenues of research where instructors and professors of mathematics can look at their own teaching practice as an area worthy of investigation. During this session, I will illustrate how professors of mathematics can use experimentation and reflection to better understand their teaching practices, how to plan for lessons, and get students involved during class time. In particular, by combining three different perspectives of teaching and learning, which include (1) the “experiment” model defined by Hiebert, Morris and Glass (2003), (2) knowledge, orientations, and goals described by Schoenfeld (2011), and (3) the framework of the reflective practitioner explained by Chapman (2009), I will describe how professors of mathematics can, through lesson planning and course development, explore their own teach practice as a fruitful area of learning about and research into teaching. (Received September 24, 2012)