

1106-D5-2631 **Dana C. Ernst*** (dana.ernst@nau.edu). *A guide-on-the-side approach to calculus*. Preliminary report.

Rewind a few years. Glowing student evaluations, as well as recurring teaching awards, indicated that I was effectively doing my job. However, two observations made me reconsider how well I was really doing. Namely, many of my students seemed to heavily depend on me to be successful and retain only some of what I had taught them. Inspired by a desire to address these concerns I began transitioning away from “sage on the stage” towards “guide on the side.” In particular, I began adopting an inquiry-based learning (IBL) approach in my proof-based courses. Yet, due to larger class sizes, significant content expectations, and a desire to maintain some level of sanity while I retooled many of my courses, I continued to teach calculus via direct instruction. Fast forward to the present. Consistent with a growing body of evidence, I have witnessed improved student outcomes in my IBL courses, as well as in subsequent courses. Compelled by my experiences, together with an increasing number of students in my first-semester calculus courses that have previously taken calculus in high school, I decided it was time to chuck my lecture notes and embrace an IBL paradigm in calculus. In this talk, I will relay my experience teaching calculus in the fall of 2014 using a modified-Moore method. (Received September 16, 2014)