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Faculty Knowledge of Teaching in Inquiry-Based Learning Mathematics. Preliminary report.

In the context of using Inquiry-Based Learning (IBL) for teaching, over 70 instructors teaching a wide range of university mathematics courses and with various levels of familiarity with IBL filled out bi-weekly logs about the challenges they had teaching with these strategies and the solutions they had found. The analysis of these pairs of concerns and solutions expressed over the three-year study reveals, unsurprisingly, that faculty draw from different domains of teacher knowledge for teaching to solve concerns that arise as IBL is implemented in their classrooms. We see, however, differences depending on the type of work the teacher needs to do, and a weak link due to their level of familiarity with IBL. A further specification of the nature of this knowledge in the different areas in which teaching is manifested is needed. (Received September 15, 2014)