

1106-N1-2095 **sarah-marie belcastro*** (director@mathily.org). *Ask questions to encourage questions asked.*

Among our many educational goals are that we want students to pose appropriate questions, and we want students to initiate exploration of those questions; indeed, we want inquiry and exploration to become habits of mind.

One effective way to inculcate these habits is to embed structured practice of these skills into every class. An instructor can model the asking of questions and the initiation of explorations. S/he can request explicitly that students ask questions and can prompt students to initiate explorations. By having students share questions, an instructor can guide students in evaluating the potential fruitfulness of those questions. An instructor can provide spaces so students can realize on their own that there are questions to be asked, or that exploration is the next step. The implementation of such modeling, requests, guidance, and timing is both nuanced and instructor-specific; discussion of these aspects will be the focus of the talk.

Additionally, how structured inquiry-skills practice might be incorporated into a class depends on context. We will give examples of implementing these techniques in an IBL-influenced calculus class, in a partially IBL mathematics for liberal arts class, and in a completely IBL class for gifted high-school students. (Received September 15, 2014)