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**Samuel A. Cook\*** (scook@wheelock.edu), **Debra K Borkovitz** (dborkovitz@wheelock.edu) and **Galina Dobrynina** (gdobrynina@wheelock.edu). *How Students Experience a Mathematics Program with an Inquiry-Based Philosophy*. Preliminary report.

The mathematics department at Wheelock College has a strong focus on teacher education, including a mathematics major for prospective preK-8 teachers. The department has a commitment to inquiry-based pedagogy within all our courses, as we know that teachers' default is to teach as they were taught, and most of our students had little previous experience with inquiry-based learning before coming to Wheelock. There are many resources to support inquiry-based pedagogy in introductory courses for prospective teachers, but implementing more advanced inquiry-based courses for this population is less charted territory and hence more challenging.

This talk will discuss a small qualitative study of students' struggles and advances through a major committed to inquiry-based pedagogy, with an emphasis on students' experiences in courses such as Algebra & Number Theory, Geometry, and Probability & Statistics. (Received September 16, 2014)