

1125-G1-2564

Sandra L. Laursen*, 580 UCB, Boulder, CO 80309-0580, and **Zachary Haberler** and **Charles N. Hayward**. *Messaging for a movement: Names, ideas, and inclusion in the movement for inquiry-based learning in mathematics.*

A robust body of education research literature supports the use of active learning approaches to strengthen student learning and persistence in undergraduate STEM courses. Within mathematics, inquiry-based learning (IBL) is one approach that has gained currency in recent years. The number of IBL practitioners and the legitimacy of IBL as an educational change movement have grown through conferences, workshops, a journal, and new support organizations, led by volunteer leaders with help from funders and professional societies. These changes offer evidence that the movement is having some success, yet the challenge is still large: many students do not yet have access to these enriching mathematical experiences. To further inform and assist instructors to implement and succeed with IBL methods, the community must not only continue its outreach and professional development work, but consider how its messages, whether explicit or unintended, are understood by others. We present recent research findings that demonstrate the importance of terminology such as 'IBL' and 'Moore Method' for explaining the movement and defining its membership. These findings have implications for how the IBL community acknowledges its history and for how it communicates and enacts welcome to all. (Received September 20, 2016)