

1125-G1-2885      **Aviva Halani\*** (ahalani@exeter.edu) and **Tim Whittemore** (twhittemore@exeter.edu).  
*Practicing Peer Review: Making Sense of Other Peoples' Mathematical Perspectives.*

Inquiry-based classes often revolve around students presenting solutions to their peers. Students are typically more comfortable with solutions with which they are more familiar and, because of this, alternate solutions are often injected into the conversation, disrupting the flow of the discussion. Although exploring multiple approaches is commendable and educative, these solutions are frequently proposed because classmates have trouble interpreting and processing the presented solution. In this presentation, we discuss an attempt to increase students' willingness and ability to entertain solution methods different than their own. Students were asked to analyze and critique solutions previously produced by others. We report on our implementation and the perceived impact of this instructional exercise. (Received September 20, 2016)