

1125-G1-3129 **Jeffrey J King*** (jeffrey.king@unco.edu), **Gulden Karakok** (gulden.karakok@unco.edu)
and **Nathaniel Miller** (nathaniel.miller@unco.edu). *Students' Social Adaptation to
Mathematical Tasks*. Preliminary report.

In this study, an advanced undergraduate geometry class taught in an inquiry-based learning setting was observed for social and socio-mathematical norms. Three pairs of students engaged in three task-based, semi-structured interviews: paired, individually, then paired again, solving the Seven Bridges of Königsberg and related tasks. A fourth stimulated-recall interview was performed using episodes from the last paired interview. Classroom observations and interview discourses were open coded for themes, structure, and function to analyze the norms developed within the classroom and by each pair as shaped by their social interactions. Tentative findings include: 1) norms of consensus, autonomy, and argumentation produced within the classroom, 2) varying metaphors across interview contexts, and 3) reliance on empirical strategies rather than structural reasoning. In this preliminary report, evidence from collected data is shared and a brief discussion how these results could help inform IBL teaching methods is included. (Received September 21, 2016)