

1125-N1-1708 **Christine Andrews-Larson*** (cjl Larson@fsu.edu), **Karen Keene** (kakeene@ncsu.edu) and
Estrella Johnson (strej@vt.edu). *Supporting Instructional Change: The TIMES Project.*

Mounting evidence relates improvements in student outcomes to active learning approaches to undergraduate STEM instruction (e.g. Freeman et. al., 2014). The challenge of how to effectively support this kind of instructional change presents a pressing open question. We propose sessions in which projects aimed at supporting instructional change discuss their research and work.

In this session, we will characterize the NSF-funded TIMES instructional support model developed and being implemented to support instructors of abstract algebra, linear algebra, and differential equations in learning to teach in inquiry-oriented ways. The TIMES model consists of three instructional supports: instructional materials, a three-day summer workshop, and online workgroups held for one hour per week during the semester when instructors implement the instructional materials. We will present findings drawn from analysis of two years of survey, interview, and video data of summer workshops and online workgroups. Additionally, we report results from student content assessments developed for each content area, drawing on data collected from students in classrooms of participating and comparison instructors. (Received September 18, 2016)