

1125-O1-2743 **Belinda Pickett Edwards*** (bedwards@kennesaw.edu), Department of Mathematics, 275 KSU Rd. NW, MD 1102, Kennesaw, GA 30152, and **B P Edwards**. *The Congruence between Instructor and Student Perceptions of Learner-Centered Teaching in Calculus I.*

Learner-centered (LC) teaching is an approach to teaching that is increasingly being encouraged in undergraduate gateway mathematics courses. There exists empirical evidence suggesting that LC pedagogical methods tend to improve student learning and increase academic success. While LC teaching has many reported benefits, research suggests it is not easily accomplished and there is often a mismatch between teacher and student expectations. The congruence between what instructors value and what students report doing in a LC environment is critical to understanding the value an instructor places on LC pedagogical practices such as student-engagement, technology use, peer-teaching, collaboration, and problem-solving. The question that guided the student was: What benefits and gains do students and their instructor report as a result of participating in a LC Calculus I course? Student and instructor reported benefits and gains were assessed using the Class-Level Survey of Student Engagement (CLASSE) survey results and qualitative methods of inquiry. The purpose of the study was to use the results to identify effective Calculus I LC pedagogical practices, shape/transform Calculus I teaching and learning, and inform the design of faculty development activities. (Received September 20, 2016)