

1116-J5-2555 **Adrian P. Gentle*** (apgentle@usi.edu). *Towards an Inquiry-Based, Writing-Intensive Number Theory Course.*

An introductory course on elementary number theory is well suited to an instructor's first foray into inquiry-based learning. In this talk, I discuss my experience transitioning a writing-intensive number theory course from a primarily lecture-based format to a more student-centered approach, inspired by the "inquiry Friday" model of Mahavier (2009). Classes were typically a mix of lecture and activities on Monday and Wednesday, with Fridays devoted to student presentations which explore and extend the ideas introduced earlier in the week. Writing activities were designed to complement the inquiry approach, prompting students to reflect on their attitudes and approach to mathematics. After a semester spent coaxing students to believe in the value of mistakes and the centrality of questions, I will describe some of the activities that worked well, and reflect on the (many) mistakes. The questions raised may be helpful to other instructors considering transitioning to an inquiry-based classroom. (Received September 22, 2015)