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**Aliza Steurer\*** (asteurer@dom.edu), Dominican University, 7900 W. Division, River Forest, IL 60305. *Using parenting to understand and manage inquiry-based learning and teaching.*

Inquiry-based learning and teaching (IBLT) is a student-centered form of instruction where students often work in small groups and explain ideas to peers. Instructor challenges can arise from these activities, and the challenges can be similar to ones a parent faces when caring for a child. For example, a parent must learn to understand and respond to a child's nonverbal cues, before the child uses formal language. In an IBLT classroom, an instructor may need to be sensitive to students who are quiet or withdrawn during small-group work and may need to carefully help such students become involved. Also, a child may ask a question that is difficult to understand or answer, and the parent must think carefully about how to respond; the same can be said of a student's question and an instructor's response in an IBLT classroom. We will explore the following questions. How can viewing the challenges of IBLT through the lens of parenting help us understand and manage them? With respect to results, how has IBLT seemed to have affected student feedback in the presenter's courses? (Received September 17, 2019)