1154-A1-2164   **Peri Shereen*** (`pshereen@csumb.edu`). *A blended approach to active learning in an abstract algebra course.*

The premise that active learning classrooms improve student performance in mathematics is supported in the research literature. This talk will share an implementation of a first semester, abstract algebra course which blended into an inquiry based learning model the tools found within the reading apprenticeship (RA) model. RA is a pedagogical framework which makes visible to the student their disciplinary reading and develops students' metacognitive skills by addressing the four dimensions: personal, cognitive, social and knowledge-building. We will discuss the course structure, more specifically, how student reading was brought into an inquiry based model. In addition, we will discuss tools from RA that were used to develop a classroom community that encourages students to engage in rich mathematical activities while collaborating with their peers. The talk will also share preliminary reports on the effectiveness of the first implementation and welcomes any feedback for future revisions. (Received September 17, 2019)