During the summers of 2015, 2017 and 2019, I developed and taught an online IBL class for Master’s students who were in-service secondary teachers. The class met synchronously via videoconferencing software for 3 hours a day over the course of 16 days. The class time was divided between two strands. In one strand, students worked on a problem sequence from David Clark’s IBL textbook “Euclidean Geometry: A Guided Inquiry Approach,” presenting their solutions to the class on a daily basis, just as they would have in a traditional classroom. In the other strand, the students worked on inquiry projects in groups using open-source applications like GeoGebra and Spherical Easel. In this talk, I will discuss the course, how it was structured, and how IBL teaching methods can be successfully adapted to online classes. (Received September 12, 2019)