Erika L Ward* (eward1@ju.edu). *Reflective Writing for IBL Classrooms.*

Inquiry Based Learning requires students to engage in activities that many find unusual – it’s a divergence from what they expect in a classroom, perhaps especially in a mathematics one. Taking an active role in the classroom can be exciting, but some students also find it uncomfortable, confusing, and difficult. Incorporating reflective writing in the classroom requires that students stop and think about their thinking, the activities, and why I ask them to do these things, and what they’ve learned. Especially in classes with inquiry based tasks and structures, the back-stop of reflection has helped my students integrate what they’ve learned and see the progress they’ve made. It also provides instructors with a peek at the perceptions and problems of students, so that the supports can be shifted to help students succeed. Both short, in the moment student reflections, and longer, end-of-semester reflections are illuminating for both students and instructors. (Received September 16, 2019)