

1077-97-863

Sandra Laursen* (sandra.laursen@colorado.edu), Ethnography & Evaluation Research, 580 UCB, Boulder, CO 80309-0580, and **Marina Kogan** (marina.kogan@colorado.edu). *Assessing Faculty Practice and Faculty Development on Inquiry-Based Learning and Teaching in Undergraduate Mathematics.*

We will present findings on the outcomes of multi-day faculty development workshops on inquiry-based learning (IBL) in college mathematics, derived from the evaluation of an NSF-funded collaborative project. Data from surveys of workshop participants give insight into faculty teaching practices and beliefs and how these may evolve in response to professional development experiences.

Participating faculty had strong pre-existing beliefs in the value of inquiry and motivation to incorporate it into their teaching practice. But their initial classroom practices were rather traditional, emphasizing lecture and solving examples. Following the workshop, participants held substantially different views. They reported statistically significant increases (pre- to post-workshop) in their knowledge about IBL, IBL skills, their belief in effectiveness of IBL as a teaching method, and their motivation to use it—even in beliefs and motivation, areas rated high from the start. We will compare results from the first two workshops and discuss results of a follow-up survey of Year 1 participants to determine whether and how workshop participants actually implemented IBL methods in their courses. (Received September 13, 2011)