

1096-VE-2252 **Gabriel Feinberg*** (gfeinberg@haverford.edu), **Lily An, Victoria Lewis** and **Fabiana Cardetti**. *Resources to Aid the Transition into an IBL Mathematics Course*.

Inquiry-based learning (IBL) has been shown to deepen student cognitive and conceptual learning, as well as increase student engagement and motivation in a subject without affecting procedural understanding. The teaching and learning experiences in an IBL class are sufficiently different from traditional courses; however, there are few research-based resources to aid instructors and college students adapt to this approach. Thus, we conducted a study to support both instructors and students who are transitioning to an IBL course. The creation of these resources was guided by extensive review of the literature and was informed by instructors with experience teaching lower level undergraduate mathematics courses and students who had both positive and negative experiences in IBL courses. These methods, along with our own expertise as mathematics professors and undergraduate mathematics students, helped us identify specific aspects that are most challenging for an instructor and the difficulties students would face in transitioning to an IBL course. In this talk we will present the results of this study that consist of teacher's and student's guides that address those difficulties, provide guidance for each audience, and contribute suggestions to achieve the desired learning outcomes. (Received September 17, 2013)