

1106-L1-2633 **Hayley ML Milbourne***, 6475 Alvarado Rd, Suite 206, San Diego, CA 92120. *Implementing inquiry-oriented instructional materials: A comparison of two classrooms*. Preliminary report.

Prior research in linear algebra education has focused on documenting and understanding the difficulties students have with specific topics. In more recent years, the research has started to shift towards developing instructional methods to address these issues. In this study, I explore the ways in which two instructors implement inquiry-oriented materials focused on span and linear (in)dependence. One of the instructors had prior experience with these materials and the other did not. Through an analysis of video recordings of these classes, I use the Inquiry-Oriented Discourse Moves framework to analyze how each instructor conducts whole-class discussion and the affordances these discussions provide their students. Initial results suggest large differences between the two teachers in the types of discourse moves used, leading to differences in the affordances provided to the students. (Received September 16, 2014)