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Steven Greenstein* (greensteins@mail.montclair.edu), **Catherine Buell** (cbuell1@fitchburgstate.edu) and **Zahava Wilstein** (zwilstein@berry.edu). *Methods for Democratizing Inquiry for K-16 Students and Teachers.*

After designing and implementing a professional development workshop for middle and high school teachers focused on incorporating Inquiry-Based Learning (IBL) into their teaching, we found that despite their good faith attempts to implement traditional methods of IBL, inquiry did not readily manifest itself in their classrooms. Consequently, we endeavored to unearth inquiry's theoretical foundations and their implications for teaching in order to promote an inquiry orientation and a more equitable mindset that democratizes access to authentic mathematical activity by honoring the diversity of students' mathematical knowledge. We believe such an approach not only allows students to realize the benefits of an inquiry orientation for learning mathematics, but also develops their ability to understand and possibly influence "real" problems that exist outside the classroom and in their communities. In this talk we will emphasize the significance of teachers' and students' beliefs about mathematics and about learning. We will also share examples of activities that emphasize the centrality of mathematical tasks in helping teachers cultivate an environment of inquiry and equitable access. (Received September 16, 2014)