

1106-VW-2667 **Mary Beisiegel***, 368 Kidder Hall, Department of Mathematics, Oregon State University, Corvallis, OR 97331. *Can I be the change I want to see? Navigating the ease and obstacles between research ideals and classroom realities.*

At Oregon State University, the College Algebra course has been redesigned so that at least half of classroom time is structured around student engagement in mathematical tasks, rather than on lecture. As part of this effort, instructors and teaching assistants are offered professional development support, with recommendations from the National Research Council, the CRAFTY Report, and recommendations from the CUPM guiding the new type of engagement with students in the course. In my role as a mathematics educator, I support this work by creating and developing professional development modules, engaging in curriculum renewal, along with studying both the instructor, teaching assistant, and student experiences in the redesigned course. After two years of studying the redesign through others' experiences, I changed my role from researcher to instructor for the course in order to more fully understand the expectations, workload, and changes to instruction required by the redesign. I aimed to answer the question: Can I be the change I want to see? In this session, I will share my exploration of my own teaching practice in the context of the redesigned course, as well as the change from researcher to instructor, along with the rewards and obstacles of this work. (Received September 16, 2014)