

1125-D1-1483      **Diana B. McGinnis\*** (dmcginnis@gsu.edu). *Facilitating Student Self-Direction in Learning Mathematics.*

This paper will address some of the ways in which humanistic approaches can inform pedagogy and lead students toward becoming more self-directed learners. Although I have just begun the research process into one of these approaches, I have learned that looking at my profession through a humanistic lens has improved my own sense of fulfillment as well as convinced me that my students are capable of much more than I anticipated. The process whereby students acquire those skills and modes of reasoning that increase their understanding, confidence, and long-term learning is a journey with many turns and struggles, but one which they ultimately take alone. How can humanistic attitudes and methodologies play a role in improving the student journey? How does the teacher encourage self-direction and sense of ownership? How do we structure our classes so that students become more reflective learners? These are some of the challenges that have motivated me to implement change and to investigate the results. (Received September 17, 2016)