

1125-G1-1205 **Karl-Dieter Crisman*** (karl.crisman@gordon.edu). *When IBL drops in to Calculus: A cautionary tale.* Preliminary report.

Having experimented with a few mini-IBL activities in our one-semester applied calculus course, I received an Academy of Inquiry-Based Learning grant to develop and test more such activities to ‘drop in’ to an otherwise non-IBL course at strategic points. After several semesters of using them, I will present some conclusions - both encouraging and cautionary – for practitioners with constraints keeping them from doing a completely student inquiry driven course.

Briefly, it is possible to successfully use quite inquiry-based activities in such a limited context, but (in line with the MAA National Study of College Calculus regarding ‘ambitious teaching’) the relationship with student achievement is mixed. Naturally, there will also be plenty of demonstrations of the activities themselves. (Received September 15, 2016)