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*Unintended Consequences: How IBL experiences influence future teachers.* Preliminary report.

There is a large and growing body of research pointing to the effectiveness of IBL (and active learning in general) on learning content and developing productive mathematical habits for students at all levels. What other consequences exist for students who experience these non-lecture classroom structures? In this talk I will present some preliminary data about one potential unintended (or at least unexpected) byproduct of IBL: Are future secondary teachers more likely to consider employing IBL (or any active learning strategy) in their future classrooms after experiencing such a classroom structure as a student? (Received September 13, 2016)