

1116-J5-716 **sarah-marie belcastro*** (director@mathily.org). *Branching out within IBL: Guides to Support Experimentation.*

Instructors who are new to teaching with inquiry-based learning (IBL) have distinct curricular and guidance needs. There are workshops to help convert courses to IBL, and a growing community of instructors committed to IBL are willing to help newbies. There are course notes available at jiblm.org. But these resources do not cover extant needs—for example, what about instructors who don't fully control their courses, or who can only experiment within externally imposed limits? Or faculty who don't have nearby/accessible IBL mentors? Or teachers who simply aren't ready to go whole-hog into IBL and want to branch out in a limited way?

If you are in one of the groups listed above, come to this talk! It's especially for you. (It's also for people who are experienced in IBL and want to help guide interested colleagues. Actually, all are welcome, but the presenter knows that people read these abstracts from a variety of perspectives.)

In this talk, we present three how-to guides intended to help instructors plan IBL activities for single class sessions and across-a-few-classes threads. And, bonus!, we reveal one great older resource that you never heard about. (Yes, that's intentionally clickbait-y. But you really most likely *will* be surprised by the answer!) (Received September 10, 2015)