

1135-AB-1227 **Chris L Rasmussen*** (chris.rasmussen@sdsu.edu). *From Inquiry to Critical Inquiry*.

There is increasing convergence on the following three principles that characterize inquiry-based or inquiry-oriented instruction: deep engagement in mathematics, peer-to-peer interaction, and instructor interest in and use of student thinking. These principles speak to both student activity and instructor activity. Missing from these principles, however, is explicit attention to equity. One way to focus on equity is to embrace a critical stance, which suggests we make a move from inquiry to critical inquiry. Embracing critical inquiry would involve creating a space for students to reflect on past, current, and future experiences. Consistent with this perspective, I present results from an analysis of student responses to an end of the semester portfolio assignment in a differential equations class. Student responses to the assignment, which was intended to focus on mathematical progress, also included unprompted reflection on the nature of mathematics, understanding mathematics, and teaching practice, both in terms of past experiences and future possibilities. Illustrative examples of these themes will be presented and related to classroom experiences that opened up the possibility for students to embrace a critical stance. (Received September 20, 2017)