

1145-AI-67

Stacy A. Brown* (brown@cpp.edu), Department of Mathematics and Statistics, California State Polytechnic University, Pomona, CA 91768. *E-IBL: An Exploration of Theoretical Relationships Between Equity-Oriented Instruction and Inquiry-based Learning.*

The purpose of this talk is to further current discussions of the relationships between Equity-Oriented Instruction (EOI) and Inquiry Based Learning (IBL) pedagogies. Specifically, it proposes a framing of Equity-Oriented Inquiry Based Learning (E-IBL) that foregrounds equitable practice, as opposed to viewing equitable practice as a gratuitous outcome of IBL pedagogies. Drawing on data from teaching experiments conducted in IBL-Introduction to Proof courses, the inter-relationships between knowledge, identity and practice (Boaler, 2002), Pickering's 'dance of agency,' Gutiérrez's dimensions of equity, and Bourdieu's notion of habitus, this talk explores why intentional attention towards the critical axis of equity – that which links identity and power – is necessary, if IBL pedagogies are to promote equity. (Received July 18, 2018)