

1145-AK-1382 **Estrella Johnson*** (strej@vt.edu), **Nicholas Fortune**, **Karen Keene** and **Christine Andrews-Larson**. *Report on TIMES Grant: Characterizing, Supporting, and Evaluating Inquiry-Oriented Instruction in Undergraduate Mathematics.*

Inquiry-oriented instruction has shown promise in regards to many features of student success, including conceptual understanding, affective gains, and persistence in STEM degrees. However, instructional change is difficult and the research literature has documented a number of specific challenges instructors face when implementing inquiry-oriented materials. Our NSF funded project, Teaching Inquiry-oriented Mathematics: Establishing Supports (TIMES) is a research and development project focused on improving undergraduate mathematics instruction. As part of this project we designed, investigated, and evaluated a system of supports for mathematicians interested in instructional change. Here we provide an overview of our instructional support model and present preliminary evaluation findings, drawing on a national sample of content assessment data, collected from 513 students at 46 different institutions. Here we will present our findings and, in an effort to make sense of them, we present related research literature on gendered experiences in collaborative settings and preliminary analysis into the experiences of our students in these inquiry-oriented classes. (Received September 21, 2018)