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Abigail Higgins* (abigail.higgins@csus.edu), **Sayonita Ghosh Hajra** (sayonita.ghoshhajra@csus.edu) and **Topaz Wiscons** (topaz.wiscons@csus.edu). *Taking the IBL plunge: Reflections on a mass implementation in entry-level mathematics courses*. Preliminary report.

At California State University, Sacramento (Sacramento State), two new entry-level college mathematics courses, serving approximately 700 students, were created for students identified as benefiting from additional support in the mathematical coursework for their degree program. In designing these courses, we saw an opportunity to use IBL-instructional methods to support increased student ownership in the problem-solving process and encourage a growth mindset towards the learning of mathematics. In this talk, we will reflect on the professional development structures in place to support instructors and course-designers and share experiences of instructors who are new to IBL-instruction. We will also present specific classroom materials and discuss the successes (and challenges) of the implementation of this instruction. We hope to offer ways in which instructors who are new to IBL-instruction could be supported by their departments and their colleagues. (Received September 19, 2018)