

1154-N5-1567

Mollie C. Shultz* (mollee@umich.edu) and **Patricio Herbst**. *The levers beyond personal beliefs that enable inquiry-oriented instruction: Professional obligations in instructor decision-making.*

When instructors say they use or do not use inquiry-oriented instruction (IOI), it is not immediately obvious why. We know that beliefs often influence instructors' decision-making, but what else plays a role? We designed and administered a set of surveys to a national sample of college undergraduate instructors to discover what specific inquiry-oriented practices are being used, and what might be contributing to those decisions. We use structural equation modeling to test the relationships between the use of IOI-practices, individual factors (beliefs), and professional obligations such as the responsibilities that instructors have toward individual students or their institution. Professional obligations significantly predicted the use of open problems, having students work with each other in group work, having students make presentations, inviting students to construct and critique work, and using interactive lecture. A closer inspection of the professional obligations (disciplinary, interpersonal) that tend to significantly predict higher uses of particular practices (student presentations, interactive lecture) could inform how advocates of IOI could architect decisions to use IOI. (Received September 16, 2019)