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**Tim Archie\***, 580 UCB, Boulder, CO 80309-0580, and **Devan Daly** and **Sandra Laursen**. *How much is enough professional development? Outcomes of short and extended workshops on inquiry-based learning in college mathematics.*

Teaching-related professional development (TPD) supports instructors' uptake of IBL and similar student-centered teaching approaches. Working with the NSF-supported PRODUCT project of the Academy of Inquiry Based Learning, we studied two forms of TPD: four-day intensive workshops (IWS) for instructors ready for a deep dive on IBL and shorter traveling workshops (TWS) that introduce IBL methods and encourage instructors to learn more. Here we compare audiences and outcomes for the IWS and TWS to consider their affordances and limitations in fostering uptake of IBL. Both types of workshops increased participants' IBL capacity, as measured by their knowledge, skills, motivation to use IBL, and belief in its effectiveness. For the IWS, IBL capacity increased from pre- to post-workshop, and 94% of participants reported implementing IBL practices. Regression analyses showed that IBL capacity is strongly related to IBL uptake. Thus these workshops were effective in building IBL capacity and in turn promoting implementation. TWS data show that a majority of respondents reported gains in IBL capacity measures, especially growth in IBL knowledge and motivation. We will offer design suggestions for short and extended workshops that help them to reach relevant and achievable objectives. (Received September 15, 2020)