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Jennifer Clinkenbeard* (jclinkenbeard@csumb.edu), **Alison Lynch** (alynch@csumb.edu) and **Sandra Zuniga Ruiz** (szunigaruiz@csumb.edu). *Mathematics Faculty Professional Development and Student Experiences in Distance Learning*. Preliminary report.

In the shift to distance learning, mathematics faculty needed to quickly build capacity for innovative practices to continue to provide high-quality mathematics instruction. The ubiquity and variety of technological tools available, coupled with the need to adapt course materials so that students could equitably and meaningfully participate from a wide variety of home situations, locations, and access to technology, meant that many faculty members felt underprepared and overwhelmed. To help address these issues, CSUMB mathematics and statistics faculty adopted a peer-instruction approach, where faculty members designed and facilitated modular professional development (PD) sessions for one another. We discuss the design and implementation of this PD series, with a focus on how faculty members chose which tools to implement into their teaching, and for what purposes. We present results from an informal faculty survey including how faculty adapted their courses, as well as how they envision their courses when they return to face-to-face instruction. Finally, we compare results from a student experiences survey in general education mathematics during distance learning and face-to-face instruction during the previous year. (Received September 13, 2020)