

1096-D1-1375 **Rachel Esselstein*** (resselstein@csusb.edu), 100 Campus Center, Department of Mathematics and Statistics, Seaside, CA 93955. *Successes and Failures of Inquiry Based Learning in an Introduction to Proofs Course*. Preliminary report.

Inquiry Based Learning (IBL) is a pedagogy consisting of little or no instruction through lecture or readings, rather students are provided with structured problem sets that lead them to discover the material on their own. Over the 2012-2013 academic year, the author implemented an IBL Introduction to Proofs course over two semesters.

The author collected surveys on student attitudes about the course material and their learning in both the IBL version of the course as well as in a traditional lecture version of the course previously taught. Samples of student work were also compared.

In this presentation, the author will share some of the strengths of her IBL Introduction to Proofs courses (e.g. students demonstrated improved problem solving and independence of thought) as well as some of the issues that arose in the IBL courses (e.g. student anxieties about what they did not understand). The author will then outline steps being taken to create a hybrid lecture/IBL course that encompasses the best of both teaching styles. (Received September 15, 2013)