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Courses based on Guided Discovery Learning are highly effective at nurturing creative and independent mathematical thinking in their students. But faculty members not familiar with the method are often unsure about how it works and what their role should be in such a setting. In addition, departments are often unsure about how a Guided Discovery experience could fit into their program. This panel will focus on practical issues of how to learn and effectively implement Guided Discovery methods. (Received September 21, 2009)