1125-N1-2483 Aaron D Wangberg* (awangberg@winona.edu), 322 Gildemeister Hall, Winona State University, Winona, MN 55987, and Brian Fisher, Jason Samuels, Tisha Hooks and Elizabeth Gire. Supporting Instructional Change: The Raising Calculus to the Surface Project.

Mounting evidence relates improvements in student outcomes to active learning approaches to undergraduate STEM instruction (e.g. Freeman et. al., 2014). The challenge of how to support this kind of instructional change presents a pressing open question. We propose sessions in which projects aimed at supporting instructional change discuss their research and work.

The Raising Calculus to the Surface project (NSF DUE-1246094) utilizes physical manipulatives (e.g. surfaces and contour maps), measurement tools, and small-group activities in order to help students discover math concepts prior to a formal introduction by their instructor. Although a key feature of the instructional design was fostering student contributions to their small group and whole class, many instructors were attracted to the project for other reasons. Instructors participating in the project attended a 3 day summer workshop designed to help instructors become comfortable with the materials, and they could adjust both the content and number of activities they chose to incorporate into their course. We will present findings related to the impact of the project on instructor's beliefs and practices drawn from an analysis of instructor surveys, weekly reports, and interview data. (Received September 20, 2016)