

1137-97-101 **Eva Thanheiser*** (evat@pdx.edu), Portland, OR, and **Brittney Ellis** (bme3@pdx.edu) and **Jennie Osa** (jennie.osa@pdx.edu), Portland, OR. *Number talks to promote active learning, flexibility, access, and equity.*

We share our experience with using number talks in mathematics courses to promote active learning, flexibility, access, and equity. Number talks are brief (5 to 15 minute) classroom conversation around purposefully crafted problems that are solved mentally (Parrish, 2010). Number talks could serve as a gateway practice for teachers who are trying to change their teaching practice. We share examples from one of our classes. In this class we worked on number talks in more than half of the class sessions. In their reflections on the class 65% of the students mentioned number talks as an essential element of the class. The following themes emerged in their reflections: (1) Number talks allowed the students to recognize that there are multiple pathways to solve a problem and that alternate ways (to your own way) may be valid too. (2) Number talks trained the student to be open to new ideas in mathematics. (3) Number talks allowed students to practice solving problems more than one way. (4) Number talks pushed students to work on communicating/justifying their ideas/explain their thinking. (5) Number talks made students more proficient at mental math. (6) Number talks created a comfortable environment for student to share their answers and thus made math more approachable. (Received February 02, 2018)