

1158-97-306

Megan E Selbach-Allen* (mseibach@stanford.edu). *The What and Why Behind IBL Communities: Beginning to Build in CA & NV*. Preliminary report.

As evidence has mounted for the effectiveness of various active learning techniques, the use of Inquiry Based Learning (IBL) in college mathematics classes has grown rapidly. IBL is now a special interest group in the MAA and several national conferences have been held in recent years along with a series of practitioner workshops across multiple summers to help instructors change their practice and understand the teaching methodology. While these national efforts have sown the seeds, the initial funding streams are ending and the need for more localized, regional communities is emerging. These smaller regional groups have the potential to serve as communities of practice for mathematics faculty who desire to continuously improve their instruction and use of IBL techniques. In this talk I will share some of the short history of IBL communities and how they have been enacted in different regions around the United States. I will also share recent efforts to establish an IBL community in California and Nevada and solicit feedback from participants to think collaboratively about what this community might become for our region. (Received March 03, 2020)