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A story of teaching using inquiry.

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Summary: This chapter tells my story of learning how to teach mathematics using inquiry and becoming a facilitator of professional development (PD) workshops on inquiry-based learning (IBL) for teachers of kindergarten to graduate school. I am an associate professor at Westfield State University in Massachusetts and an integral part of the project “Discovering the Art of Mathematics” (DAoM). In this chapter, I describe a salsa rueda activity used to teach mathematics via inquiry to liberal arts students who often are not interested in or even fear mathematics. I present a vignette of a PD workshop activity designed to teach participants in an inquiry-based way how to teach using inquiry. The chapter also summarizes results of students’ beliefs and attitudes surveys as evidence of the effectiveness of IBL. I close with plans for future work and a reflection on the challenges I face as I step into a leadership role.

Classification: D40 D80 M90

Keywords: inquiry-based learning; IBL; discovering the art of mathematics; salsa rueda; inquiry-based learning workshop

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