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Title: Course and question structures as platform for open-ended inquiry by students

Abstract: Being asked to do open-ended work (like conjecturing, making arguments and examples, posing good questions, or making definitions) can be intellectually paralyzing for students unused to the freedom of creative mathematics. Inquiry-based learning structures are usually thought of as helping students engaging in the basics of sense-making and rigorous argument, but they also can teach us something about how to mentor students through a more open, student-centered approach to learning and using mathematics.