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**Elise Lockwood\*** (elise314@gmail.com). *Fostering Collaborations and Developing Instructor Support Materials for an Inquiry-Oriented Abstract Algebra Curriculum.*

In recent years, inquiry-oriented mathematics curricula have become increasingly prevalent, gaining attention among policy-makers and enjoying, in some cases, widespread implementation. At the undergraduate level, there is a need to involve mathematicians in efforts to design and implement such curricula. In the Teaching Abstract Algebra for Understanding project, we sought to scale up a group theory curriculum that was developed through a series of design experiments and refined through iterations of classroom trials. This process, which involved mathematicians, motivated us to design Instructor Support Materials (ISMs) to support teachers in successfully implementing the curriculum. These ISMs have taken the form of an interactive website that provides instructors with resources to help teachers implement the curriculum effectively and faithfully. In this presentation, we describe the process of designing the curriculum and the ISMs, discussing examples from the research phases of our work that contributed to the design of the materials. Our findings provide a resource for other researchers who seek to develop similar support materials and who seek to develop similar kinds of collaborations between mathematicians and mathematics education researchers. (Received August 08, 2013)