1116-J5-1149 **Shiv Smith Karunakaran*** (shiv.karunakaran@wsu.edu), 725 SW Mies Street, Pullman, WA 99163, and **Abigail L Higgins**. *Inquiry-based approach to teaching an introduction to proving course.*

An "Introduction to Proof" or "Transition to Proof" course is widely offered as an essential part of the undergraduate mathematics curriculum at most institutions of higher learning. The importance of such a course cannot be understated as the concepts and skills learned in this course are foundational to any subsequent mathematics courses. However, research suggests that undergraduate students continue to have issues understanding the function of proof and proving and also gaining access to the "private" aspects of proving. This session will report on an introduction to proving course that used an Inquiry-based approach to the teaching and learning of mathematical proving and proof, along with more traditional lecture-based approaches. The session will report on findings regarding changes in student attitudes regarding proof and proving, and on possible changes to the student approaches to proving strategies. (Received September 17, 2015)