

1145-J5-2966 **Jessica R Gehrtz*** (gehrtz@math.colostate.edu), 1874 Campus Delivery, Department of Mathematics, Fort Collins, CO 80523. *Responsiveness: An underlying and enacted disposition*. Preliminary report.

There is evidence that instructors who are responsive to students' thinking tend to provide more positive learning experiences for students. Additionally, instructor dispositions towards student thinking influences what they attend to and how they respond to students, impacting learning. In order to investigate the construct of instructor responsiveness, eight college calculus instructors were interviewed three times over the course of one academic year. A preliminary thematic analysis of the task-based interviews highlights that instructors demonstrate responsiveness to student thinking during multiple phases of instruction (e.g. planning, in-the-moment teaching, grading or looking at student work), and that responsiveness takes the form of both an underlying disposition influencing instructors' pedagogical decisions and of an enactment of this disposition in the form of eliciting, reflecting, and responding to students' thinking. (Received September 25, 2018)