Call for Papers for *PRIMUS* Special Issue on

Using Inquiry Based Learning in Mathematics for Liberal Arts Classes

The journal *PRIMUS* announces a special issue on Using Inquiry Based Learning in Mathematics for Liberal Arts classes. Philip Hotchkiss, Julian Fleron, Volker Ecke and Christine von Renesse will be guest editing the special issue, inspired by an MAA Contributed Paper Session on this topic at the Joint Meetings in 2013.

Inquiry-Based Learning is a powerful student-centered technique based on problem solving. Students are empowered by playing active roles – determining how class time is spent, initiating communication, and taking responsibility for learning. They use reflection as well as active communication, both verbal and written, to assimilate new modes of thought, new learning strategies, mathematical content, and new mathematical schema. In this structure, the teacher's role in the classroom is decentralized, acting as a coach instead of a knowledge dispenser. Despite this decentralized role, there is extensive effort required to create appropriate classroom materials that empower the students to independently explore the mathematics.

The motivation for this special issue of PRIMUS is the growing interest in using Inquiry-Based methods in Mathematics for Liberal Arts courses, that is, general education courses for non-mathematics and science students.

We invite contributors to share innovative ways to integrate Inquiry-Based Learning into Mathematics for Liberal Arts courses. We encourage papers which model successful activities, that illustrate how the students were engaged in mathematics, the specific questions/problems on which the students worked, how the class periods were structured, and how the students responded to this type of learning environment.

Submissions will be welcomed until May 1, 2013. Papers for this special issue will normally be around 10 pages long, although there is some flexibility. Supplementary materials, such as appendices and color illustrations, may be published in the online version. The main journal website at http://www.tandfonline.com/toc/upri20/current has a link for authors and submissions on the lefthand side, and the direct link to the online submission system is: http://mc.manuscriptcentral.com/upri . Papers that are submitted will go through the usual referee process and only those recommended by the referees and accepted by the guest editors will be published in the special issue.

We also extend a call for referees for this special issue, especially those who have some experience with or significant interest in inquiry-based learning.

For more information, please contact:
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