Abstract: The Mathematical Inquiry Project (MIP) is a long-term collaboration of mathematics faculty across the 27 institutions of higher education in Oklahoma. We explore the faculty members’ negotiation of meaning for active learning. Our findings indicate faculty’s definitions for active learning centered on the nature of the content, the affective requirements and benefits of active learning, the use of active learning as formative assessment that guides instructional decisions, and the nature of students’ engagement during active learning. Faculty attributed engagement in rich mathematical tasks, conversations with other participants, small group discussions of research literature, and conversations with project team members as central to developing their thinking about the pillars. Participants also reported enacting their conceptions of active learning in their classrooms more often as a result of their involvement in the project.

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