

## Students' Espoused and Enacted Theories in an Inquiry Mathematics Classroom

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Although inquiry classrooms as learning environments for mathematics have existed for many years, only recently has literature emerged on what it means from the perspective of students to learn mathematics in these contexts. Many researchers (e.g., Attard, 2011; Fraivillig, Murphy, & Fuson, 1999; Grootenboer & Marshman, 2016; Hunter & Anthony, 2011; McDonough & Sullivan, 2014) argue the importance of listening to students' views about their experiences in inquiry environments so that mathematics educators can better meet students' learning needs. At the same time, there is a need for recognition that what students say is important about learning mathematics may not connect to what they do while learning mathematics. Previous research studies either focus on students' perspectives about classroom practices in mathematics lessons (e.g., Cobb, Gresalfi, & Hodge, 2009; Hodge, 2008; Hunter, 2006) or their theory-in-use, through classroom observations, as they engage in mathematical activity (e.g., McCrone, 2005; Perger, 2007; Pratt, 2006). In contrast, in this presentation, I report on a group of students' (aged 9-10 years old) views and attitudes towards learning mathematics and their actions within the classroom while an inquiry mathematics community was being developed.

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