Teaching, learning, experimentation, inquiry, action, and reflection are hopelessly intertwined in my practice of mathematics as a college professor. In the role of expert, I (attempt to) lead my students through the discovery of mathematical truth and beauty. Each mathematical interaction, whether with students, colleagues, or a random person outside academe, is an opportunity to be present with the discipline, to explore and to observe. Doing so, helps me better formulate questions in my own mathematical investigations and teaching. My questions include

Can we teach intuition? Or perhaps better, can we harness intuition in our teaching? What preconceptions and prejudices are preventing progress? Are expectations and reality properly aligned?

I don’t claim I can answer these questions definitively; but they serve as a starting point for this journey. (Received September 25, 2006)