

1096-E1-1682 **Joseph Sheridan*** (sheridanj@trinitydc.edu) and **Kerry M. Luse** (lusek@trinitydc.edu).
A Hybrid Flipped Classroom to Better Serve the Under-Resourced Student. Preliminary report.

Introductory algebra courses are often filled with under-resourced students. These are students that have poor preparation for mathematics for a variety of reasons. The drop-out/failure rates for these students can be as high as 75%. As noted in various studies under-resourced students place a far higher value on personal one-on-one engagements than anything else. These students need the relationships established through the traditional lecture setting before they are open to learning. A completely flipped classroom would not be appropriate for our math sequence at Trinity.

When we redesigned our Introductory Algebra we added a one-credit student-centered supplemental laboratory in conjunction with Visual, Auditory and Kinesthetic styled classroom lectures. The lab is used to bolster the lecture and is designed as a flipped classroom. We have created a hybrid course combining the best parts of online systems, face-to-face interactions, and flipped classrooms that best serves our student population. The course redesign has improved student self-efficacy and in turn has helped our pass rates climb to 80% and our retention rates to 84%.

Our presentation will include a short video clip and a description of the labs. We will present data collected over several semesters. (Received September 16, 2013)