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**Michael A Posner\*** ([michael.posner@villanova.edu](mailto:michael.posner@villanova.edu)). *A Flipped Class: The Challenges and Benefits of Changing the Classroom Dynamic to be Consistent with Cognitive Learning Theories and Focus on Student-Centered Learning.*

The flipped/inverted classroom is a popular technique that has shifted the landscape of education and changed faculty from ‘sage on the stage’ to the ‘guide on the side,’ where they become learning facilitators who employ active-learning techniques and fully leverage the power of technology in and out of the classroom. In this pedagogical innovation, instructional materials are provided for students via a number of modalities and students are required to become proficient in this material before the class meeting times. Class time is spent on “high-touch” experiences and individual attention fosters differentiated instruction and caters to heterogeneous learning styles and student experiences. I will discuss my experiences of two years of flipping an introductory statistical methods course (for quantitative majors), why cognitive learning theories and my experiences in educational research have convinced me of the value of this method, the two most important things to know if you want to flip a course or a module of your course, and other benefits and challenges from flipping. (Received September 17, 2013)