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Steven Pon* (steven.pon@uconn.edu), **Fabiana Cardetti** and **Konstantina Christodouloupoulou**. *Flipped versus Traditional: Measuring Success through Performance and Perceptions*.

Classroom flipping has gained prominence in recent years and holds promise as a means of improving the classroom experience and bolstering student learning; however, there is still limited evidence as to the effects of flipping the classroom on student performance, especially at the undergraduate level. In this talk we will present the results of a study we conducted in an undergraduate introductory calculus classroom, temporarily flipping two sections of the class and comparing student performance from those two sections with student performance across five other sections of the same course. We also collected survey data on student perceptions of the flipped classroom experience and looked for correlations between student perceptions and student performance in the flipped classroom model. In addition, we will share details of our implementation of this teaching method and the lessons we have learned. (Received September 17, 2013)