Carren S Walker (carren@me.com) and Joan M Zoellner* (jzoellner@clark.edu). Inverting the Classroom on a Tight Budget.

Is it possible to implement innovative teaching strategies when minimal financial support is available? The authors have successfully inverted an Algebra 1 class at Clark College in Vancouver, WA under exactly these conditions. The project began through participation in a state-level grant with the goal of improving the success rate of this students taking Algebra 1, and to increase the likelihood that the students would subsequently take and pass a college-level math class. Working together to develop materials for the course and volunteering in each other’s classes facilitated the implementation and fostered the student support necessary to test and improve the instructional materials. Various block schedules and delivery methods within the contact-hour restrictions of the college were investigated. Experimentation with open-source online support for the class was attempted, and the best support for student learning was while engaged in a pilot program testing a new non-profit online resource. The educational philosophy supporting the classroom shift, barriers encountered during the 7-quarter process, and cost-effective methods used to overcome those barriers will be discussed. (Received September 14, 2013)