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**Gulden Karakok\*** (gulden.karakok@unco.edu) and **Emilie Hancock** (emilie.hancock@unco.edu). *Implementation of Various Teaching Practices to Address an Identity Crisis in Elementary Linear Algebra.*

Teaching practices are chosen and implemented in service of accomplishing learning objectives. At our university, one semester Elementary Linear Algebra course serves many different populations, including math, physics, computer science, applied statistics, and pre-service secondary education majors. As a result, learning objectives of this course regularly face tensions between finding balance between applications and formal proofs. Thus, the course feels like two courses being forced into just one and faces an identity crisis. To overcome this issue, we chose to implement various teaching practices and pedagogical tools. In this presentation, we share our implementation of these practices and tools, as well as the benefits of such choices. For example, we implemented Inquiry Based Learning (IBL) inspired activities to encourage formal connections between multiple representations and a partially-flipped classroom design to aid in strategically balancing content delivery with inquiry. The flipped classroom model also inspired a final project in which students selected different topics related to their majors and, in addition to written reports, created videos for other students to watch out of class. Videos were followed by a question-and-answer session during face-to-face time. (Received September 20, 2016)