

1125-G1-2434 **Xiao Xiao*** (xixiao@utica.edu). *IBL in very small classes.*

In very small IBL classes (between 3 and 10 students), ideas are often harder to generate compared to larger classes when students get stuck. In this talk, we discuss two practices that address this challenge.

The first practice is an online draft-feedback process which we learn from Patrick Rault. To students, the feedback from the instructor will give them an additional chance to improve their work and sometimes even a jump start to a problem before the formal discussion of the problems in class. To the instructors, this will give them a much better idea of how much can be achieved and what needs to be prepared for the next class, which makes the class much more effective. If the extra feedback is still not enough to generate ideas and discussions, we will use the second practice, which is team-solving the problem during the class. I have been using both of these practices for at least six courses and students were able to solve nearly all the problems in the task-sequence (including the case when the class only had 3 students). (Received September 20, 2016)