

1125-VD-2281 **Perry Y.C. Lee*** (plee@kutztown.edu), Lytle Hall 267, Department of Mathematics, Kutztown, PA 19530, and **Padraig M McLoughlin** (mclough1@kutztown.edu), Lytle Hall 265, Department of Mathematics, Kutztown, PA 19530. *Results From The On-Going Flip-IBL Study – Comparison of Traditional and F/IBL (Flipped and Inquiry-Based Learning) for ‘Large’ College Algebra – Classroom Settings Reboot.* Preliminary report.

During the past two academic years (2014 – 2016), an assessment study to obtain student-learned outcome data to multi-sections of College Algebra classrooms (both ‘large’ and ‘small’) was conducted. During these two academic years, the lead author incorporated the Flipped (or inverted) and the Inquiry Based Learning (IBL) approaches (or the F/IBL method) into each of his ‘large’ and ‘small’ classrooms. Other ‘large’ College Algebra classrooms were taught predominantly using the traditional lecture-style methods. A summary of assessment data based on student-learned outcomes from these multi-sections of College Algebra classrooms is presented.

The assessment instrument has been changed effective Fall 2016 semester; thus, the study has been ‘rebooted.’ Student scores were collected by administering assessments twice during Fall 2016: the pre-assessment and the post-assessment using Educational Testing Service’s (ETS) standardized Intermediate Algebra Skills Assessments (IAS). Previously, the Elementary Algebra Skills (EAS) was used in the pre- and post-assessments. A summary of assessment data based on student-learned outcomes from multi-sections of College Algebra classrooms shall also be presented. (Received September 20, 2016)