In this talk, I will share my experience teaching an IBL-style abstract algebra course for the first time. Unlike in a pure Moore method course, the students were allowed to refer to a traditional textbook; however, at the heart of the course was a wide variety of inquiry-based activities, and most of the class time was spent on student presentations, discussions, and collaborative problem-solving sessions. I will describe some of the activities and strategies that I used and report on what was successful, what didn’t quite work, and what challenges were encountered along the way. (Received September 10, 2015)