

1116-P1-2782 **Ross Sweet*** (rsweet@math.northwestern.edu), 2033 Sheridan Road, Evanston, IL 60208, and
Matthew Graham. *Transitioning from Lecture to Active Learning in an Introduction to Proofs Course.* Preliminary report.

At Northwestern University, the introduction to proofs course is generally taken by students in between the calculus sequence and upper-level courses. Traditionally, this course has been taught in the lecture model, combined with homework and in-class exams. This model tends to limit the number of examples and problems students are able to work. Our philosophy in approaching this course was to invert the course and create an active learning environment during lecture time. This model dramatically increased the number of problems students were exposed to during the course. We will discuss the process of transitioning from a lecture model to an active learning inverted model, student outcomes with survey data, as well as identify novel challenges that this model incurs. (Received September 22, 2015)