

1096-E1-1041 **Perry Y.C. Lee*** (plee@kutztown.edu), Lytle Hall 267, Department of Mathematics, Kutztown University of Pennsylvania, Kutztown, PA 19530. *Engaging College Algebra Students via the Flipped/Inquiry-Based Learning Approach in a 'Large' Classroom Setting.*

Inquiry-Based Learning (IBL) in a mathematics classroom has shown to be very effective for engaging students in the understanding of the material. That is, students interact with peers and the instructor by asking questions and conjecturing (by doing mathematics) rather than sitting, listening, and taking notes in a traditional classroom setting. Recently, 'flipped' approach to courses has become a method of teaching receiving attention, and these courses seem to be effective in the use of classroom time, especially for large classroom settings.

The author has incorporated both the flipped and the IBL (or F/IBL) approach for managing and engaging students in his 'large' College Algebra classroom this past Fall 2013 semester which mainly consisted of college freshmen. MyMathLab was used for students to understand material and do homework assignments outside the classroom; whereas, students (who were in groups) presented solutions on the board by interacting with peers and the instructor inside the classroom setting.

This talk will address and highlight the author's experiences including the structure of this F/IBL course; the overwhelming benefits that came with this approach for this course; and some pitfalls for teaching mainly college freshmen of a 'large' classroom size. (Received September 12, 2013)