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**Jeremy F. Strayer\***, Department of Mathematical Sciences, MTSU Box 34, Middle Tennessee State University, Murfreesboro, TN 37132. *Designing the classroom flip for learner-centered mathematics instruction.*

As education moves further into the information age, instructors' roles are profoundly changing. Most pertinent to the classroom flip model is a move away from the instructor as the source of information in a course. Completing tasks that help students learn to think with readily available information requires that teachers make space for students to communicate their thinking and critique the reasoning of others during class. This takes a great deal of time, and time is a precious commodity in the classroom. With agreed-upon lists of content that specific courses are required to help students learn, most instructors are unwilling not to cover the topics required by the curriculum for a course. In this context, the classroom flip provides a viable instructional model for instructors who seek to teach in a student-centered way without sacrificing course content. This paper outlines both universal and situational principles for designing flipped instruction in a mathematics classroom. These principles are built from research in flipped classrooms and theories of learning and instructional design that support student-centered learning. The principles highlight the importance of using a consistent instructional approach when designing and implementing flip instruction. (Received September 17, 2013)