

1096-E1-419 **Scott A. Stevens*** (stevens@champlain.edu), Champlain College, 163 South Willard Street, Burlington, VT 05402. *Intro Stats - To Flip or Not to Flip?* Preliminary report.

The idea of a flipped classroom is provocative and unnerving. I like the idea of spending more class time doing problems and less time lecturing. Conversely, I'm not convinced all of my students can obtain sufficient knowledge outside of class to successfully get started on problems during class. For the Fall 2013 semester I am teaching four sections of mid-day Introduction to Statistics courses. I'm teaching two of these sections using the flipped classroom approach and the other two sections are taught in a more, but not quite, traditional lecturing method. All sections use the same book, do the same online homework problems, and take the same tests in class. So far, the flipped classes seem to be doing as well as the traditional classes and these students seem to be enthusiastic about the method. This presentation details how I conduct a flipped classroom and gives a full report on the differences in student performance and sentiments. I will also describe how the text and associated online supplements help facilitate the flipped classroom approach. At the time of writing this abstract, I am not convinced one approach is better than the other but I am curious to see if it works and how well. (Received September 03, 2013)