

1096-E1-63

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In the Spring 2013 semester, my course load included intermediate algebra for the first time since graduate school. My teaching style has developed into something very student-centered, and so I entered the course giving mini-lectures and then having the students complete problems (with my support) in groups during class time. The students were so bored during the 10-15 minute mini-lectures that in Fall 2013, I decided to flip the classroom entirely. We will discuss the details of this transition, student feedback, and compare student performance in these two settings. (Received July 02, 2013)