In this talk we will describe a style of Modified-Moore Method being used at our institution in some of our Precalculus classes. This teaching style was developed as part of an on-going research project to study the impact of such inquiry-based practices on students’ performance as well as the students’ attitudes about mathematics and the learning of mathematics. The quantitative and qualitative methods used to measure and study this impact on students include both closed and open surveys, interviews and a standardized final exam. One of the instructors involved in the study will briefly describe how this method differs from Dr. Moore’s original method and provide rationale for these departures. The instructor will provide details on the daily activities in the classroom and how students are motivated to participate. After describing the teaching style itself and our methodologies for studying its effects, we will share preliminary results from both the qualitative and quantitative components of the study. (This research is funded by a grant from the Education Advancement Foundation. PI, Thomas E. Cooper, Co-PI’s Brad Bailey, Karen S. Briggs, and John E. Holliday.) (Received September 18, 2013)