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In the fall of 2013, we conducted an experiment comparing standard lecture and flipped methodologies in four freshman level math courses. No statistical difference was found in the test scores of the students, though qualitative data indicated potential problems with implementing flipped pedagogy. In particular, we found that a number of students had a negative opinion of the flipped model, and that attitudes toward math in general tended to decline, comparatively, for students in the flipped class. Based on these results, each instructor modified their methods in subsequent semesters. In this talk, we will focus on these adaptations, student responses, and strategies for improving students' willingness to take ownership of their learning. (Received September 08, 2014)