1106-R1-925

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In this talk we will discuss our partially flipped introductory linear algebra course. We will provide motivation for our design and our process of implementation. Three faculty members worked collaboratively across two universities to develop videos and activities. Our preliminary results indicate that we were successful in increasing student exam performance and lowering DFW rates. Additionally, survey data indicates our students were generally positive about their flipped learning experience. (Received September 08, 2014)