The flipped or hybrid classroom has been a topic of much interest in Mathematics education over the last several years. Unfortunately, despite this interest, data on results has been mixed. However, one advantage is the ability to work with the students on problems in the classroom, which could increase problem solving skills. Results will be presented on the success of using a flipped style of teaching in a small classroom setting, which was done over the last few years at John Brown University, including results on student performance, student perception of the course, and the effect on student’s ability to problem solve. (Received September 06, 2019)