I report on three Linear Algebra for Engineers courses taught over three semesters. Two of the courses followed a flipped format and made use of open educational resources. Additionally, the flipped courses incorporated concept questions as per the Peer Instruction pedagogy. The third course followed a more traditional lecture format. I compare exam scores and student response surveys from the three courses. Preliminary results suggest students perform better in the flipped course. (Received September 16, 2019)