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This paper relates the results of a collaborative pilot study between a mathematician who teaches real analysis and a mathematics educator who investigates student learning. At Xavier University in Cincinnati, OH, Dr. Rossa began using a modified Moore Method of instruction in his real analysis course four years ago. In the spring semester of 2009, he collaborated with Dr. Moore, a mathematics education colleague, to formally investigate the impact of the course from the students' perspective. This qualitative study involves interviews with students, classroom observations, and reflective journal notes from the instructor. Research questions include: What effect has the modified Moore method of instruction had on student learning? Analysis reveals six themes addressed by students: a) descriptions of the course; b) advantages of the pedagogy; c) disadvantages of the pedagogy; d) board presentations: duality of role as presenter and as audience; e) mathematics education: impact on their own teaching opportunities and f) impact on learning experiences in other courses. Results of this pilot study have assisted in refining the quest toward identifying the characteristic value that is particular to the Moore method of teaching. (Received September 22, 2009)