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Jenna R. Van Sickle* (j.r.vansickle@csuohio.edu). *Flipped learning in college algebra increases student learning but decreases student satisfaction.*

In a college algebra course that used flipped/inverted pedagogy, students achieved learning outcomes at a significantly higher rate, as evidenced by results on the final exam. At the same time, student perception on a number of measures decreased significantly, including how interested students were in the course and whether the instructor effectively facilitated learning. This talk will draw on a wide variety of research to suggest ways to improve student perception in learner-centered instruction. (Received September 10, 2015)