

1145-H1-2973      **Phillip Andreae\*** (pvandreae@meredith.edu). *Assessment and transparency in a partially flipped intro to proofs classroom*. Preliminary report.

I have twice taught an introduction to proofs course in which students first encounter course content in pre-class reading assignments and spend the majority of class time on collaborative proof-writing activities. I will describe the design of the course and the changes I made to it based on student feedback and my own observations. The most significant changes were in assessment, including a redesign of the in-class activities and their assessment to provide more formative assessment opportunities and early feedback. I also attempted to make more transparent the course goals and my expectations of student behavior and student work. I will share quantitative and qualitative data from student course evaluations and departmental evaluation of student work. (Received September 25, 2018)