Benefits of the Flipped Mathematics Classroom
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Abstract
Faculty at Central Ohio Technical College began flipping their college-level math courses to encourage student engagement, richer problem-solving exercises in the classroom, and higher levels of faculty–student interaction. The flipped courses have resulted in increased levels of satisfaction from both students and faculty and higher successful completion rates. This paper begins with a description of the structure of the flipped courses we offer, and then discusses the benefits we have discovered from offering these courses.

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