

**ZMATH 2016c.00438**

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**Inverting an introductory statistics classroom.**

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Summary: The inverted classroom allows more in-class time for inquiry-based learning and for working through more advanced problem-solving activities than does the traditional lecture class. The skills acquired in this learning environment offer benefits far beyond the statistics classroom. This paper discusses four ways that can make the inverted classroom successful in an Introductory Statistics class: how to motivate students to prepare for each class, how to move the teaching of technology out of the classroom, how to balance student classwork, and how to create a mindset for learning.

*Classification:* D45 K45 K65 K75 K85 U55 U85 D55

*Keywords:* inverted classroom; inquiry-based learning; problem solving; statistics

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