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Introductory Sequence Reform at James Madison University

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We have implemented a “flippe” classroom for our calculus-based introductory physics sequence. The course has been delivered by 7 instructors to approximately 700 students. Prior to ”flipping,” different sections were in various stages of reform, though all included some degree of interactive engagement. We have seen multiple benefits to our course reform with improved student outcomes being the most notable. In our flipped courses we also have much greater uniformity across sections in terms of content coverage. Student attitudes and outcomes will be discussed in light of data from end of semester evaluations and FCI pre/post tests