My department offers two linear algebra courses. The first is the standard sophomore level course, and the second is taken after completing a proofs course. In practice, instructors find little retention from the sophomore level course to the upper level one.

In an attempt to make the review of the first class more exciting for the class, I decided to modify a project involving computer animation that I had previously used in a sophomore level course. Students were expected to first construct a model using vectors in *Mathematica* and then to manipulate the model in progressively more sophisticated ways. In this way, students were exposed to review material involving vectors and linear transformation in a more gentle fashion than I had previously been able to accomplish. The project also exposed students to related concepts which don’t usually fall into the curriculum, such as homogeneous coordinates and affine transformations.

Example projects will be presented, as well as qualitative and quantitative data comparing student achievement on prerequisite material. (Received September 14, 2011)