

1116-J5-2303 **Dywayne A Nicely*** (nicely@ohio.edu), Ohio University-Chillicothe, 101 University Drive, Chillicothe, OH 45601, and **Steven Widmer** (steven.widmer@unt.edu), General Academics Building 423B, 1155 Union Circle #311430, Denton, TX 76203-5017. *Flipping Precalculus through Guided Notes*. Preliminary report.

Other instructors have had success in implementing the flipped classroom model in their mathematics courses. Therefore we decided to analyze the effects of the flipped classroom model in our precalculus sections. This intervention is a collaborative effort between the University of North Texas (UNT) and Ohio University-Chillicothe (OUC). UNT represents a large university setting with annual enrollments greater than 35,000 and OUC represents a small regional campus setting with annual enrollments of around 2,500. Part of the motivation of this intervention is to determine if the effects of implementing a flipped classroom model are different when conducted with students at a large university setting versus a small university setting. In this preliminary report, we offer data from the control groups which are populated from students from the past fall semester. Along with the data, we will detail the methods and procedures to be conducted during this flipped classroom intervention with a particular emphasis on guided notes. (Received September 22, 2015)