

1135-H1-2193 **Ranthyony A.C. Edmonds***, Ranthyony-Edmonds@uiowa.edu. *A Case for a Partial Flip: A Blended Model for a College Trigonometry Course.*

This talk describes a partially flipped model developed for a college trigonometry course in the Spring of 2017 at the University of Iowa. Motivation and implementation of the design will be described in detail. The model allowed for one day of flipped instruction, and two days of traditional lecture in a class that met Monday, Wednesday, and Friday. The main features of this model included instructional videos, created with Doceri for iPad, which were viewed outside of class once a week by students, coupled with a short assessment based on that instruction. The following ‘flipped’ period involved individual and/or group activities expanding upon concepts introduced in the videos. There were a wide range of activities, including worksheets, games, and team focused inquiry based learning activities. The most popular activities amongst students will be described in detail. Canvas by Instructure was used heavily throughout the course. Quantitative data with regards to assessments will be shared as well as the results of a qualitative survey given to students about their experience in the course. Possible extensions of this model for singular activities and/or other introductory courses will also be discussed, along with reflections on the successes and shortcomings of the model. (Received September 25, 2017)