

1077-N1-1972 **James S Rolf*** (rolf.jim@gmail.com), **Lauren Scharff** and **Thomas Hodge**. *Does "Thinking about Thinking" Impact Completion Rates of Pre-class Assignments?* Preliminary report.

Pre-flight assignments are an essential component of the Just in Time Teaching (JiTt) process. This process involves the following steps: students read and answer questions prior to class (pre-flight assignment), teachers review the responses before class, and then teachers modify lesson content and activities based on the responses. Pre-flights can be effective at increasing student preparation for class and allowing class time to be used more effectively.

Previous work has shown strong correlations between instructor use of pre-flight responses (e.g. responses used to tailor class sessions, formative feedback given to students) and several variables: completion rates, student motivation, and the perceived value students had for the pre-flight components. The number of points assigned also significantly correlated with completion rates.

We report on a study in a discrete math course to determine whether or not additional manipulation of student awareness of their attitudes regarding the benefits of JiTT might impact the completion rates and perceived value of pre-flights. The sections with increased awareness showed less decline in pre-flight completion across the semester and a tendency to complete more optional homework problems in addition to the assigned problems. (Received September 21, 2011)