

1125-G1-379      **Dywayne A Nicely\***, Ohio University-Chillicothe, 101 University Drive, Chillicothe, OH.  
*Flipping Precalculus through Guided Notes.*

After discovering that other instructors had success in implementing the flipped classroom model in their mathematics courses, we decided to analyze the effects of the flipped classroom model in our Precalculus course during the past academic year at Ohio University-Chillicothe (OUC). In this final report, we compare final grade data of the control and experimental groups by performing a t-test on the overall averages and calculating the effect size (Cohen's d). Students from the fall semester of 2015 populated the control group while students from the spring semester of 2016 populated the experimental group. Along with the grade data, we will detail the methods and procedures that were conducted during the intervention. Specifically, how we flipped the classroom through the use guided notes and providing the students with annotated PowerPoint slides. Lastly, we will provide some student comments about the intervention that were collected from a survey. (Received August 30, 2016)