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Anne M Fernando* (amfernando@nsu.edu) and **Rhonda D Fitzgerald** (rdfitzgerald@nsu.edu). *Results from applying a Flipped model in Pre-calculus to Engage Students for Higher Retention and Building Stronger Foundations: Results after One Semester*. Preliminary report.

The overall goal of teaching pre-calculus using a flipped model is to increase the pass rate and to provide a strong foundation in the course to increase retention in STEM majors. Weaving major specific mathematics applications is easier with this approach. Pre-Class Implementation–In the days prior to class, students are provided with two ways to access links featuring mini-lectures introducing new topics. Each concept may be explained via several pre-recorded videos not to exceed 20 minutes in total. In-Class Implementation-The first focus is to assure that everyone has the basic prerequisite concepts for this class meeting (readiness assurance). The second will be to apply the knowledge acquired in the pre class assignment. The most vulnerable part of the learning process takes place in class. Post-Class Implementation-Online labs will be assigned per section via Cengage WebAssign. Out-of-class sessions with student instructors will focus on student driven problem solving and model successful learning strategies. Following an exam, students will answer a post-exam survey to help them reflect and focus on effective exam preparation strategies. In this Poster or talk we discuss some results after implementing this flipped approach for one semester in 2 pre-calculus sections. (Received September 26, 2017)