

**ZMATH 2016c.00452**

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**To flip or not to flip? An exploratory study comparing student performance in Calculus I.**

PRIMUS, Probl. Resour. Issues Math. Undergrad. Stud. 25, No. 9-10, 876-885 (2015).

Summary: The purpose of this exploratory, mixed-methods study was to compare student performance in flipped and non-flipped sections of Calculus I. The study also examined students' perceptions of the flipping pedagogy. Students in the flipped courses reported spending, on average, an additional 1–2 hours per week outside of class on course content. Students enrolled in the flipped sections also performed better than students from the non-flipped sections on the common final exam. A follow-up examination of Calculus II grades revealed a statistically significant difference in course grades between these two groups of students.

*Classification:* D45 C35 I15 U55 U85

*Keywords:* flipping; calculus; video; effective learning; inverted instruction

doi:10.1080/10511970.2015.1050617