1125-A5-1691   **Ross Sweet*** (`rsweet@math.northwestern.edu`), 2033 Sheridan Road, Evanston, IL 60208.
Peer-Assisted Reflection and Online Homework in a Flipped Calculus Course. Preliminary report.

A common argument against online homework systems in introductory classes is the lack of practice students have to write and refine solutions. In a first-quarter differential calculus course at Northwestern University, we implemented an additional homework structure to emphasize mathematical writing. Based on the work of Daniel Reinholz, Peer-Assisted Reflection (PAR) problems give students the opportunity to write, reflect on, and revise solutions to challenging problems. We will discuss the complementary roles of online homework systems and PAR problems in a flipped course model, student outcomes, and the use of PAR as a professional development resource for graduate student teaching assistants. (Received September 18, 2016)