

A Flipped Classroom Approach for Non Science Majors

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Abstract : To ensure student success in a non majors biology course, a flipped classroom pedagogical approach is developed and implemented. All students are assigned online lectures to listen to before they come to class. A three hour lecture is split into one hour of online component, one hour of in class lecture and one hour of worksheets done by students in the classroom. This deviation from a traditional 3 hour in class lecture has resulted in increased student interest in science as well as better understanding of difficult scientific concepts. A pre and post survey was given to measure the interest rates and grades were used to measure the success rates. While the overall grade average did not change dramatically, students reported a better appreciation of biology. Also, students overwhelmingly like the use of worksheets in class to help them understand the concepts. They liked the fact that they could listen to lectures at their own pace on line and even repeat if needed. The flipped classroom approach turned out to work really well our non science majors and the author is ready to implement this in other classrooms.

Keywords : flipped classroom, non science majors, pedagogy, technological pedagogical model

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