

FLIPPED CLASSROOM PEDAGOGY ENHANCES STUDENT SATISFACTION AND VALIDATED MOTIVATED STRATEGIES IN GENETICS CLASSROOMS

Byeong Ryong Lee
Biology Education/Seowon University
KOREA

Man Kyu Huh
Food Engineering and Technology/Dong-eui
University, KOREA

ABSTRACT

This paper aims to discuss the impact on promoting student satisfaction and improving their involvement in their own learning when applying a “Flipped classroom” design in a third-year students in molecular biology major. The participants involved in this study were lecture genetics. At the end of the flipped classroom activities, students were asked to participate in an online questionnaire. The retrospective survey was used to determine the effectiveness of the instructional module. The mean scores for the five questions asked were very high (all greater than 2.5) and it ranged from 3.85 to 4.04. The students’ responses to the retro-pre-questionnaire before and after the structured genetics examination skills training were analyzed. Out of the 27 students trained, 20 completed the retro-pre-questionnaires. The increase in scores was statistically significant. In addition, we found that flipped-class pedagogy enhanced the validated motivated strategies for observation, comprehension, organization, reasoning, and application except comparison.

Keywords: Flipped classroom, genetics, student satisfaction, validated motivated strategies.