

THE IMPACT AND EFFECTIVENESS OF THE FLIPPED LEARNING STRATEGY IN THE ACADEMIC ACHIEVEMENT OF STUDENTS AT THE FOURTH-GRADE IN (INTRODUCTION TO TEACHING) COURSE IN THE FACULTY OF EDUCATION AT THE UNIVERSITY OF SHAQRA (SEMI-EXPERIMENTAL STUDY)

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***ABSTRACT_** This study aimed to measure the impact and effectiveness of flipped learning strategy in academic achievement at the remembering, understanding and application classes of Bloom's Taxonomy of the cognitive domain, for the students of the fourth Grade, in (Introduction Teaching) course in the Faculty of Education at the University of Shaqra. The sample of the research was composed of (43) students, divided into two randomized equal groups; the first was the experimental group of (24 students), and the other was the control group of (19 students). To achieve this goal, the researcher used the (semi) demo method, where he was teaching the experimental group by applying the flipped learning strategy, while the control group was taught in the traditional way (lecture). Then a standardized achievement test was used as a tool to gather information. After the data analysis; the study concluded to accept the hypothesis as there was a significant differences, at the significance level (0.01); when measuring the average achievement of the impact and effectiveness of the strategy of flipped learning between the experimental group students, and the control group, in the total score of the test grades, at the levels of remembering, understanding, and application of Bloom's Taxonomy. The result was in favour of the experimental group. The study came to the most important conclusion to suggest the application of flipped learning at university to raise the academic achievement of the students, in all disciplines, at various tertiary levels.*

***KEY WORDS:** Impact, Effectiveness, Strategy, Flipped Learning, Flipped Learning Strategy, Academic Achievement.*