

THE EFFECTIVENESS OF FLIPPED CLASSROOM STRATEGY IN DEVELOPING CRITICAL THINKING AND ENVIRONMENTAL AWARENESS IN SCIENCE AMONG FIRST YEAR INTERMEDIATE STUDENTS AT ACADEMIC INSTITUTES

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ABSTRACT_ *The study aims at investigating the Effectiveness of Flipped Classroom Strategy in developing Critical Thinking and Environmental Awareness in Science among First Year Intermediate Students at Scientific Institutes. The Method of the study is the experimental method (Quasi experimental design). The instruments of the study consisted of critical thinking skills test and a tool for measuring environmental awareness prepared by the researcher. The Study was applied to the a sample of students chose Purposive from first year intermediate students. The sample consisted of forty students (No=40), and divided into an experimental group (No= 21) and control group (No=19).The results of the study revealed that; there is a statistically significant difference at (0.01) level of significance between the mean scores of experimental group and control group in critical thinking skills. after using flipped classroom strategy in favor of experimental group. There is a statistically significant difference at (0.01) level of significance between the mean scores of experimental group and control group in environmental awareness (Total mark and dimensions) after using flipped classroom strategy in favor of experimental group. There is a positive relation between critical thinking and environmental awareness. The study recommended the following ;training teachers of natural sciences at scientific institutes on strategies focused on blended learning such as flipped classroom strategy, and enrich the courses of the natural sciences at scientific institutes with activities that employ teaching techniques and taking into account various critical thinking skills.*

KEY WORDS: *Flipped Classroom, Critical Thinking, Environmental Awareness, Academic Institutes.*