

EFFECTIVENESS OF THE FLIPPED LEARNING STRATEGY IN THE ACADEMIC ACHIEVEMENT OF THE CRITICAL THINKING SKILLS COURSE OF THE STUDENTS OF THE UNIVERSITY OF SCIENCE AND TECHNOLOGY, ADEN

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ABSTRACT_ The present study aimed to identify the effectiveness of the flipped learning strategy in the academic achievement of the critical thinking skills course of the students of the University of Science and Technology, Aden. In order to achieve the objectives of the study, the researcher used the semi-experimental method. The study was applied to a sample of first level students from the Faculty of Medical Sciences and the College of Computer and Information Technology who studied the critical thinking skills course in the second semester of the academic year 2015/2016. The sample consisted of (93) male and female students who were divided into two groups; the experimental group which included the sections of laboratories and nutrition and consisted of (45) students. The another group, the controlled one, included (48) students in the pharmacy and information technology departments. The study tool consisted of an achievement test for the critical thinking skills prepared by the researcher. After conducting the experiment, the results showed that there were statistically significant differences at the level of significance (0.05) between the mean of the two groups on the post-achievement test of the Critical Thinking Skills course in favor of the experimental group. It was also found that there were no statistically significant differences at the level of significance (0.05) between the mean of the experimental group in the achievement test due to the variable of the section (nutrition - laboratory). Based on these results, the researcher recommends using the flipped learning strategy that may help students especially in advanced educational stages, such as university and higher studies.

KEY WORDS: *Flipped Learning, Achievement, Critical Thinking Skills, Yemeni University of Science and Technology.*