

EFFECTIVENESS OF FLIPPED CLASSROOM STRATEGY ON ACHIEVEMENT INORGANIC CHEMISTRY AMONG STANDARD IX STUDENTS

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OBJECTIVE

- To find out whether there exists significant difference in the effectiveness of constructivist strategy and flipped classroom strategy on achievement in organic chemistry among standard IX students.

METHODOLOGY

Method used : Experimental Method (comparison group post-test only design)

Sample : 77 students of IX standard Experimental and control group comprised of 38 and 39 students respectively.

Tools

- Self-developed e-content on organic chemistry for standard IX.
- Lesson transcripts on the topics in organic chemistry based on flipped classroom and constructivist classroom strategy
- Achievement test in organic chemistry
- Test on basics of organic chemistry

Statistical Techniques : Test of significance difference between independent means (t-test), Cohen's d test

RESULT

Findings of the study revealed the flipped classroom strategy is more effective on achievement inorganic chemistry than the existing constructivist strategy.

KEY TERMS : Flipped Classroom Strategy, Achievement in Organic Chemistry.