IMPLEMENTING INVERTED INSTRUCTION IN UNDERGRADUATE INTRODUCTORY STATISTICS COURSES

Anushka Karkelanova, University of Kentucky, USA, United States
William Rayens, University of Kentucky, USA, United States
Xin Ma, University of Kentucky, USA, xin.ma@uky.edu
aakark2@g.uky.edu

This study was about an experimental design that compared different instructional styles in teaching introductory statistics to undergraduate students (N=270). Inverted classroom was the treatment, and the treatment effects were assessed against traditional classroom as control. Inverted classroom refers to the instructional practice where events that traditionally take place inside of the classroom now take place outside of the classroom and vice versa. Traditional classroom refers to statistics classes that are taught using the lecture method. This study aimed to provide insight into the effectiveness of inverted instruction and identify factors that facilitate or hinder this effectiveness. Given that inverted instruction is becoming popular, this study has a broader intellectual interest throughout higher education. This presentation would document this intervention and present preliminary results.