

***Flipping an Introductory Statistics Class:
Students' Attitudes About and Success with the use of Online Tools***

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This study evaluates the effectiveness of flipping a college level Introductory Statistics course by assessing (N=40) students' scores compared to previous sections and concurrent sections taught traditionally and attitudes collected via anonymous online surveys and course evaluations. The class utilized PowerPoints and videos to deliver lectures, and class time utilized practice problems, group work, guided questions and "mini-lectures" that enabled more differentiated one-on-one instruction. Homework and quizzes voluntarily transitioned online midway through the term, allowing for comparisons of scores and attitudes to students who opted out. Results suggest flipping and online homework were both effective but online quizzes were not.