

THE IMPACT OF EMPLOYING THE FLIPPED LEARNING STRATEGY ON THE DEVELOPMENT OF SOME CREATIVE TEACHING SKILLS AMONG TEACHER STUDENTS OF MATHEMATICS AT AL AQSA UNIVERSITY

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ABSTRACT

This study aimed to investigate the impact of employing flipped learning strategy on the development of some creative teaching skills among teacher students of Mathematics in Al Aqsa University. To achieve the objectives of the study, the researcher used the quasi-experimental design, in which the study tool was a test for creative teaching skills and a note card, applied to a sample of 82 teacher students specialized in Mathematics in Al Aqsa University, distributed into two groups (experimental and control group), in which the experimental group, which was taught using the Flipped Learning strategy, consisted of (42) students, while the control group, which studies using the traditional way, consisted (40) students.

The study results showed that there were significant statistical differences between the mean grades of the students of the experimental and control groups in the post application of the test of creative teaching skills and the note card, where the value of T reached (7.888) and (23.114), respectively, in favor of the experimental group students at the level of significance (0.01); the size of the impact was big reaching (1.76) and (5.16), respectively.

The study recommended the need for training and encouraging of universities' faculty members on the employment of the flipped learning strategy in their educational lectures.

KEYWORDS: Flipped Learning Strategy, Creative Teaching Skills

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