Hasan* (ah2409@humboldt.edu), 1441 Merganser Dr., McKinleyville, CA 95519. A Technology-Enhanced, Flipped Course Design to Foster Students’ Understanding of Statistics.

In this paper, we compare an introductory statistics course taught using flipped pedagogy in a blended learning environment enhanced with simulation-based activities, interactive video tutorials, and online assessments to our traditional class. In the traditional course, students listened to lectures, took notes, and completed homework assignments. In the flipped course, students had to watch video tutorials with embedded short answer questions before class and completed workbook activities in class. Our student data suggest that the use of interactive video tutorials and simulation activities improves students’ mastery of statistical concepts, reduces the failure rates, and boosts their overall course performance. (Received September 13, 2019)