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Impact of Partially Flipped Instruction on Immediate and Subsequent Course Performance in a
Large Undergraduate Chemistry Course

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Abstract

Conducted in two sections of an introductory chemistry course, the current study assesses the impact of a partially flipped course compared to traditional lectures on student academic performance, motivation, and perceptions. Although the partially flipped course had little impact on student final exam performance in the current course, it had an overall positive effect on student grades in a subsequent course with presence of interaction effect favoring students with

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