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Evaluation of course outcome attainment of engineering course with traditional, blended and flipped classroom approaches

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Abstract

With development in technologies in educational and industrial sectors students are facing strenuous competitions. Job offers around the world fixate on recruiting suitable graduates with skills, knowledge and problem solving skills. For assuring the learners attainment of cognitive, psychometric and affective levels, Outcome based education (OBE) measures each and every aspect of assessment done by the students from Kalasalingam Academy of Research and Education, India. In this paper a methodological evaluation is done on course outcome (CO) of students learned using different approaches are studied. Based on the result, the introduction of teaching aids in form of digital tools has positive influence over CO attainment. However, adaptability of different approaches was found be difficult for some of student diverse and resulted in decrease in CO attainment % levels. © 2020, Springer Science+Business Media, LLC, part of Springer Nature.

Author keywords

Blended; Course outcome; Flipped; Outcome based education

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