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Positive Reward System Encourages Student Engagement in Anatomy Courses

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University instructors are being encouraged to move away from traditional lecturing styles and instead use active learning strategies, such as flipped classrooms, to enhance student engagement. It can be difficult to implement these teaching styles without students completing in and out of class assignments. Grading extra assignments can be time-consuming for the instructor and inflate the students' course grades. A token economy, which is used widely in primary school settings but rarely reported in higher educational settings, can be used to help instructors reinforce the student behaviors needed to successfully implement engaged classrooms without spending a lot of time grading. However, there is very little data reported in the literature regarding college students' perceptions of a token economy. **PURPOSE:** To determine the Kinesiology students' perceptions of a token economy in flipped Human Anatomy and Physiology I and II courses. **METHODS:** This study was designed as a single case study of two undergraduate classrooms at one university. The participants completed a survey that contained Likert-type and opened-ended questions, and they participated in focus groups. SPSS was used to analyze the quantitative data using descriptive statistics. The researchers used NVivo to organize and code the qualitative data, as well as thematic and axial triangulation methods. **RESULTS:** There were 47 participants with an average age of 21 years old (+/-2.1 years). Fifty-three percent (53%, n=25) were sophomores and 68% (n=32) were females. Over 90% (n=43) of the students participated in the token economy and "making up a missed assignment" was the reward redeemed with the highest frequency (85%, n=40). Eighty-five percent (85%, n=40) *agreed or strongly agreed* that the reward system reinforced the student behaviors necessary for an effective flipped classroom. Themes that emerged from the qualitative coding suggested the token economy increased motivation, provided additional opportunities to master course content, decreased student anxiety, and enhanced the student-teacher relationship. **CONCLUSION:** Providing students with rewards to reinforce targeted student behaviors may be useful in the flipped classroom model to reinforce student engagement and enhance the instructor's pedagogical approach.