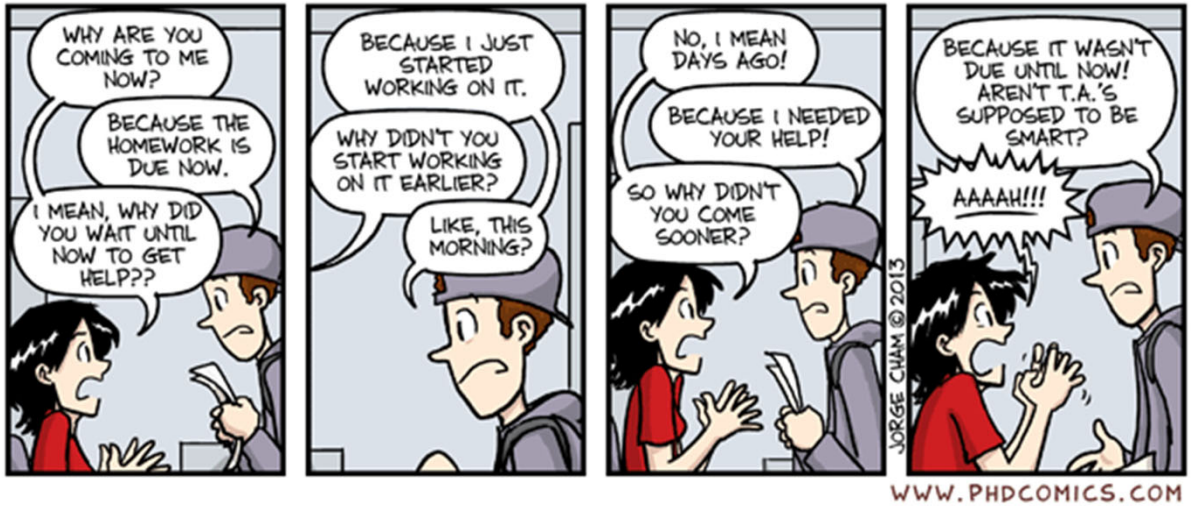
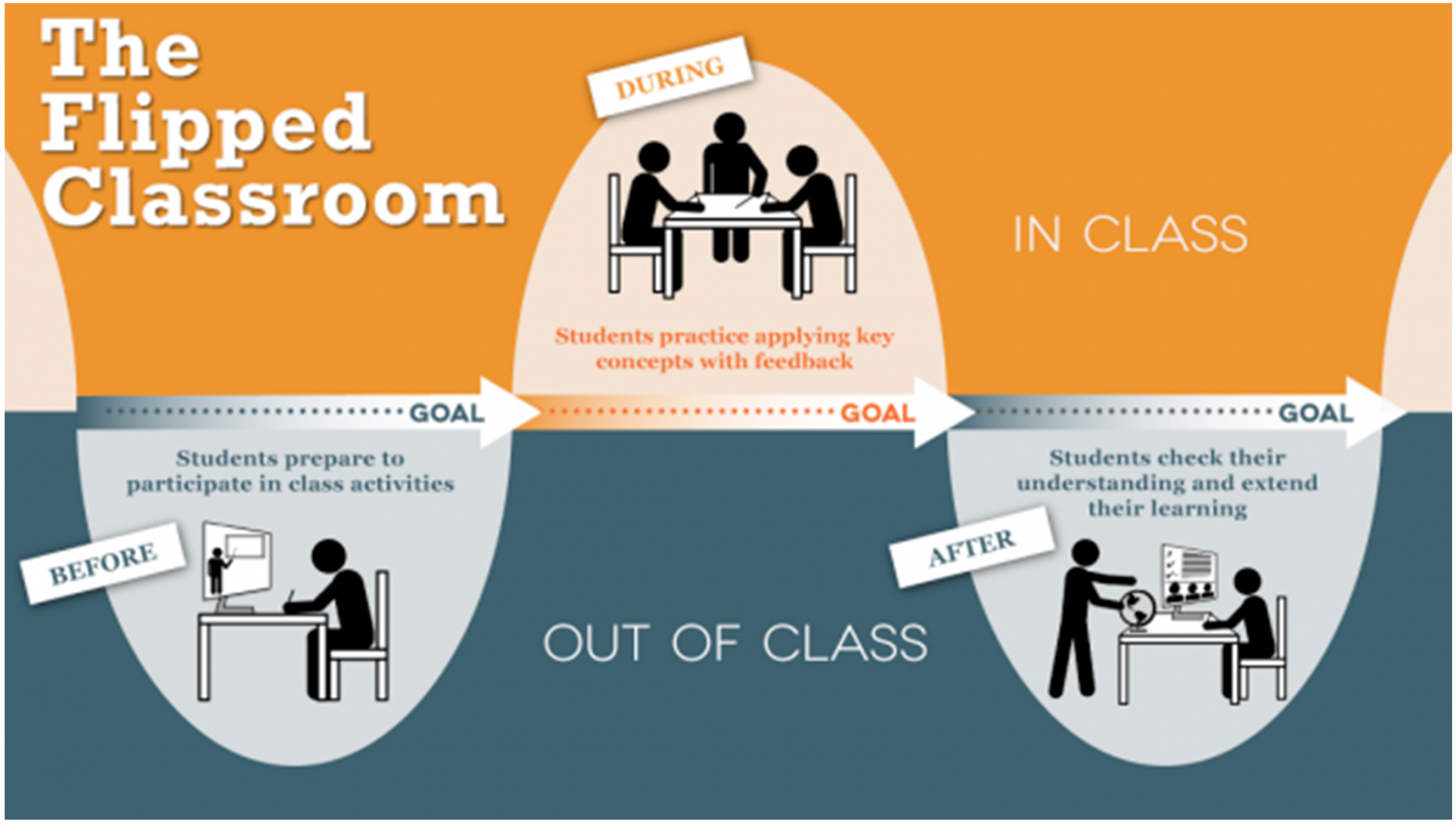
FLIPPED CLASSROOM

Motivation (I)

Motivation (II)



The concept


The Flipped Classroom
DURING
Students practice applying key concepts with feedback
IN CLASS
GOAL
GOAL
GOAL
Students prepare to participate in class activities
BEFORE
Students check their understanding and extend their learning
AFTER
OUT OF CLASS

Guiding principle

"Work typically done as homework (e.g., problem solving, essay writing) is better undertaken in class with the guidance of the instructor. Listening to lecture or watching videos is better accomplished at home."

- What is normally done in class and what is normally done as homework is switched or flipped. Instead of students listening to a lecture and then going home to work on a set of assigned problems, they **read material and view videos before coming to class** and then engage in class in active learning using case studies, labs, games, simulations, or experiments.

Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. Journal of College Science Teaching, 42(5), 62-66

Benefits

- Students move at their own pace
- Students who miss class can watch the lectures while on the road
- Promotes thinking inside and outside of the classroom
- Students are more actively involved in the learning process
- Classroom time can be used more effectively and creatively
- Increased levels of student achievement, interest, and engagement
- Doing "homework" in class gives teachers better insight into student difficulties and learning styles
- The use of technology is flexible and appropriate for "21st century learning"

Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. Journal of College Science Teaching, 42(5), 62-66

CLOSING

Summary

Bibliography

- Herreid, C. F., & Schiller, N. A. (2013). Case studies and the flipped classroom. Journal of College Science Teaching, 42(5), 62-66.