

Literature Review – Students’ View of Flipped Classroom

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I. INSTRUCTIONS

1. General research
2. explain logical basis for your experiment
3. closing: state specific goal. variables.(indicate expected results)

II. ABSTRACT

1. Definition and history of flipped classroom. around the world, cover different majors-chemistry, education, CS, medical...
2. People’s research history of flipped classroom.
3. Student’s view of flipped classroom.

III. PART1

”Flipped classrooms refer to the practice of assigning lectures outside of class and devoting class time to a variety of learning activities.” (<https://pdfs.semanticscholar.org/3034/850a35f8aa62d5218de2.156728370.889857229.1550502378-336897620.1550502378>)

1. date back to 2006

student centered

”Bergmann and Sams often repeat, it is a combination of different effective teaching strategies, employed in different ways by different teachers. This makes flipped learning classes hard to compare and to make generalisations about them. ”

IV. PART2

propose six testable propositions about the flipped classroom[1]

V. PART3

VI. FLIPPED COURSES

review : [https://pdfs.semanticscholar.org/5710/14a2d984dbfeea58f68b28860a07e59047dc.pdf?_ga=](https://pdfs.semanticscholar.org/5710/14a2d984dbfeea58f68b28860a07e59047dc.pdf?_ga=2.119126144.889857229.1550502378-336897620.1550502378)

2. *Do students like the flipped classroom? An investigation of student reaction to a flipped undergraduate IT course*

<https://www.semanticscholar.org/paper/Do-students-like-the-flipped-classroom-An-of-to-a-Elliott/7e877481ac9ae33d25b404796d86258e61528f17>

combines successful techniques for distance education with constructivist learning theory in the classroom. significant improvement in learning outcomes.

2.*. similarly, china, zhejiang university, 15 undergraduate education major students, students satisfied with many aspects, but not interaction with others. <https://online-journals.org/index.php/i-jet/article/view/4708>

3. The flipped classroom: for active, effective and increased learning especially for low achievers (2016)

<http://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-016-0032-z>

Questionnaire, majority positive. Low achievers significantly reported more positively.

5. Performance and perception in the flipped classroom (2016)

<https://link.springer.com/article/10.1007%2Fs10639-015-9393-5>

University of the West Indies, undergraduate, two successive years – 1 traditional vs. 1 flip. Evaluate learning experience -> exam performance student perception. Grades vs. student perception. qualitative -> slight improvement on perception, quantitative -> no significant change in grade, fewer highest remarks.

6. Implementing the flipped classroom: an exploration of study behaviour and student performance (2016)

https://pdfs.semanticscholar.org/4005/8eb035a8821edd7392a12ce6ee576a74d1e0.pdf?_ga=

2.89775250.889857229.1550502378 – 336897620.1550502378

learning behavior-*i*, bi-weekly diaries. study behavior similar with regular, but behavior not strongly related to performance. Some resistance to change behavior.

4. The Flipped-Classroom Approach: The Answer to Future Learning? (2014)

<https://www.semanticscholar.org/paper/The-Flipped-Classroom-Approach%3A-The-Answer-to-Kurtz-Tsimerman/151f1ad5f1465d5c0cb53a939366df5e5cc16990>

Isreal, questionnaire, business undergraduate. Positive attitude. Better: in class, non-worker, female, older, have classmate nearby

1. Student views on the use of flipped learning in higher education: A pilot study (2019)

<https://link.springer.com/article/10.1007%2Fs10639-019-09881-8>

Pilot study. Questionnaire from students. Pros: flexibility, responsible. Cons: lack immediate feedback & poor internet accessibility.

7. Faculty Support for Effective Flipped Classrooms in Higher Education (2017)

<https://www.semanticscholar.org/paper/Faculty-Support-for-Effective-Flipped-Classrooms-in-Iwasaki/2a4aa7bb9c7ce3db791feb7cc482e707d5a9b6>

Japan, questionnaire survey&interview of faculty

8.

<https://www.sciencedirect.com/science/article/pii/S0360131517300039?via%3Dihub>

90 second year undergraduate, invertebrates corses, Vietnam. performance superior in flipped classroom. positive effect on self-efficacy beliefs and intrinsic motivation, but not on perceived flexibility variables: learning performance, self-efficacy, intrinsic motivation, perceived flexibility.

[1] Abeysekera, Lakmal and Dawson, Phillip, Higher Education Research & Development **34**, 1 (2015) doi: 10.1080/07294360.2014.934336