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# Peer Evaluation Form for Team Work [Private Page]

Team name 0608

## Due Date: With Final Individual Component Submission

*(Student to upload this evaluation to Canvas)*

Write the name of each of your team members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4

1. *strongly disagree*
2. *disagree*
3. *agree*
4. *strongly agree*

Total the numbers in each column.

Evaluation Criteria	Team member:[name and id]	Team member:[name and id]	Team member:[name and id]
	Alana	Paige	
	20120995	22173144	
Attends team meetings regularly and arrives on time.	4	4	
Contributes meaningfully to team discussions.	4	4	
Completes team assignments on time.	4	4	
Prepares work in a quality manner.	4	4	
Demonstrates a cooperative and supportive attitude.	4	4	
Contributes significantly to the success of the project.	4	4	
Overall Contribution.	4	4	
Team Member Total.	28	28	

**Student name: Farhaan id: 20120995****, Signature:  
Farhaan Mohammed**

*Note: the simplest option will be to fill in the sheet, and upload the site or a pdf of this page to Blackboard when completed.*

*As this is a static site without security features, it is not automated at this stage.[But usefully shows the limits of technology too]*

With the increasing role of digital technology in our lives, innovative teaching methods such as flipped learning have emerged. The experience as a student in a flipped learning environment has been quite different to prior learning experiences and I believe it's important to share these insights, while addressing the potential opportunities, risks, and ethical implications that come with it.

To begin with, the biggest opportunity that flipped learning brings is the shift from a teacher-centered to a learner-centered approach. A learner-centered approach allows students to grasp concepts at their own pace through pre-recorded lectures before the classroom session, ensuring better understanding. The in-person class is then dedicated to discussions, problem-solving, and hands-on experience, fostering a deeper comprehension and applicability of the learned material. Flipped learning encourages self-directed learning and builds critical thinking skills, both of which are vital in today's fast-paced, ever-changing world.

Additionally, flipped learning brings the advantage of time and place flexibility, which is also crucial in today's world where remote learning has become standard. With online resources accessible everywhere, it becomes easier for students to schedule their learning at a time that suits them best, improving their engagement and productivity.

However, the flipped learning model also has its share of risks. It assumes that all students have the self-discipline and motivation required to independently prepare for classes. This can be a significant challenge, especially for those students who struggle with time management or need a structured environment to stay focused.

Moreover, the efficiency of the flipped model heavily depends on the quality of online materials provided and the in-class interaction given by the educators. If the digital content is not engaging or the in-class sessions aren't well organized, students may feel disengaged and lose interest, defeating the purpose of flipped learning self study.

Adopting flipped learning can present certain choices too. From a student's perspective, it offers the choice to adapt the learning pace according to one's own comfort and time, thus offering a more personalized learning experience. On the other hand, the success of flipped learning depends upon the availability of digital facilities and internet connection, making it a less viable choice for students from remote areas or places where there's not much access to technology or internet connectivity.

The arrival of AI has added another dimension to these choices. AI chatbots can provide instant responses to queries, offering a more interactive and engaging learning experience. However, currently these chatbots have their limitations and cannot replace the human teachers.

Flipped learning also introduces several ethical considerations. From the perspective of the Association for Computing Machinery (ACM) code of ethics, the use of technology in flipped learning raises issues about data privacy and transparency. Students must be informed about how their data is collected, used, and protected. Furthermore, while AI chatbots can provide additional support, it's crucial to clarify that they are artificial entities with limitations and can't replace humans.

In conclusion, as a student in a flipped learning environment the experience

has been proven to be a positive one. It provides an engaging and flexible way to learn but it's also important to address the potential risks, make informed choices, and consider ethical implications to make this model more inclusive and effective. The addition of AI brings exciting possibilities and, with careful management, can further enhance the flipped learning experience.