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: *Alana 20120995*	Team member: *Farhaan 22181714*	Team member: *NA*
Attends team meetings regularly and arrives on time.	4	4	
Contributes meaningfully to team discussions.	4	3	
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	27	

Student name: Paige Mitchell, id: 22173144 , Signature: Paige

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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]

Self-Reflection

The utilization of flipped learning presents a wide range of opportunities to students. Its biggest strength is the personalization individuals are granted. As flipped learning is student-centered, students can adjust their study plan to fit their personal needs and interests. Students are in control of their education, allowing them to further their personal self-discipline skills. As a result of this personalization, students can get individualized support from teachers to enhance their understanding of the subject. Under this model, students can access pre-class materials digitally, this allows them to accomplish this anywhere and at any time, assisting students who have strict time constraints due to things such as work.

Flipped learning is not without its risks. Due to the highly independent nature of this learning model, students must remain motivated and concentrated on their course material, which can prove to be difficult. If students do not engage in their study, it then has adverse effects on not only the individual but also team members in group projects. Students may also find it difficult to remain focused outside of a traditional classroom setting, as a result of the less formal environment that accompanies flipped learning. Furthermore, due to flipped learnings digital nature, pre-recorded videos may be of poor quality or far too long in length for students to actively engage with. Additionally, the inherit nature of studying with technology poses problems when it comes to students being distracted by things such as social media and television.

There are several choices, both positive and negative, provided to students who use this model of learning. Flipped learning grants students with a high amount of personalization in their study plan, this assists students with visual, learning or auditory processing disabilities as they can adjust their study to fit their needs and rewatch lecture recordings at their own pace. However, this model of learning is heavily reliant on economic status, as those of lower income may not afford computers or internet, which flipped learning heavily relies on. Additionally, the reliance on technology brings focus to artificial intelligence and its usage in learning. Students can use AI chatbots to assist in learning, however, chatbots may prove inadequate in assisting all students and result in a lack of authenticity.

Without computers, flipped learning would not be possible, as students access all required course material digitally. Upon further reflection, flipped learning personalization, while one of its biggest advantages, can also be a major drawback to students who are unprepared for the responsibility that comes with controlling one's study. For flipped learning to work effectively, students need to actively engage in their course content. Whilst some students can adequately do this, it is important to consider that not all students can do this effectively, and as such it is important to remember that some students function better under a traditional learning model. As a result, it would be best to monitor all students so that everyone can receive the proper learning model that would allow them to do their best academically. The flipped learning model can work, it just ultimately depends on the individual and how well they can manage the responsibility that comes with this model.

Flipped learning is intrinsically linked to computers and as a result, several ethical issues can be found in relation to this topic. By following the framework presented by the Information Technologies Professionals New Zealand (ITP), we can identify these ethical issues. Academic integrity is important to consider when addressing the ethics of flipped classrooms. Due to the nature of flipped learning relying on computers, students are more easily able to use the internet and AI to complete work for them and submit fraudulent work. Additionally, ethical issues may present themselves around the integrity of the student when using computers. Similarly, due to technology, another ethical issue arises around equality, specifically surrounding the disadvantages students from low-income backgrounds may face if they cannot afford computers to access course material digitally. Ethical issues can further arise due to privacy and data security concerns, as students may not have given informed consent for this information to be collected or understand what is being collected.