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| TITLE | Module 2: The Flipped Classroom Approach  Unit 2.1: Introduction to the Flipped Classroom Model |
| KEYWORDS (META TAG) | Flipped Classroom, Educational Innovation, Digital Tools, Professional Development, Inclusive Learning, Technology Integration, Student Engagement, Digital Divide |
| LANGUAGE | English |
| OBJECTIVES / GOALS / LEARNING OUTCOMES | * + L.O1: To understand the concept and principles of Flipped Classroom.   + L.O2: To recognize the educational value where flipped learning is most effective and the factors influencing its effectiveness.   + L.O3: To recognize the value of digital tools and creative thinking in the Flipped Classroom but the challenges that have to be faced as well. |
| CONTENTS IN BRIEF | * Definition and Concept of Flipped Learning * Benefits of Flipped Learning * Variations of Flipped Classroom Model * Designing Effective Flipped Courses * Challenges of Flipped Classroom Implementation * Effectiveness of Flipped Learning in Different Educational Settings * Incorporating Technology in Flipped Learning |
| GLOSSARY ENTRIES | * **Flipped Learning:** Pedagogical approach increasingly prominent in secondary and higher education, where students engage with course content outside of class through digitized or online lectures, enabling more interactive and hands-on activities during in-person sessions. This method essentially "flips" the traditional presentation of content, allowing class time to focus on discussions, peer teaching, projects, and problem-solving. * **In-Class Application:** Students apply knowledge gained from pre-class materials in interactive activities during face-to-face sessions, reinforcing understanding and facilitating deeper learning. * **Personalized Support:** Targeted assistance and guidance to students based on their individual needs, fostering a supportive learning environment. * **Micro-Flipped Classroom:** An adaptation of the flipped classroom model that blends traditional lecture-based instruction with elements of flipped learning, providing teachers with the flexibility to incorporate both approaches effectively. This model aims to optimize learning outcomes by balancing pre-class preparation with interactive in-class sessions. |
| BIBLIOGRAPHY AND FURTHER REFERENCES | * The Derek Bok Center for Teaching and Learning, Flipping Classrooms, Harvard University https://bokcenter.harvard.edu/flipped-classrooms * Does the Flipped Classroom Improve Student Learning and Satisfaction? A Systematic Review and Meta-Analysis from Sage Journals https://journals.sagepub.com/doi/full/10.1177/2332858419870489 * Advance HE, Flipped learning https://www.advance-he.ac.uk/knowledge-hub/flipped-learning-0 * The flipped classroom: for active, effective and increased learning – especially for low achievers, Springer Open https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-016-0032-z * 8 Flipped Classroom Examples , ViewSonic https://www.viewsonic.com/library/education/8-flipped-classroom-examples/ * Flipped learning: What is it, and when is it effective? , Brookings https://www.brookings.edu/articles/flipped-learning-what-is-it-and-when-is-it-effective/ Flipped Classroom Method in Contemporary Teaching Learning Environment, Zahoor Ahmad Bhat, Gh Jeelani Bhat |
| RELATED MATERIAL AND REFERENCE LINK (I.E. YOUTUBE VIDEOS) | * Flipped Learning: an approach for Blended Learning by Christophe Meylan, EHL Insights <https://hospitalityinsights.ehl.edu/flipped-learning-blended-learning> |
| RELATED PPT |  |