

Open Question: Benefits of Flipped Learning

Clark, R. M., Kaw, A., & Besterfield-Sacre, M. (2016). Comparing the effectiveness of blended, semi-flipped, and flipped formats in an engineering numerical methods course. *Advances in Engineering Education*, 5(3), n3.

Open Question: Open Questions What did you like most about the flipped classes and what benefits did you perceive?

Coding Strategie

Enhanced Learning or Learning Process

Better understanding; less confusion
Enhanced learning/effectiveness/depth/ability
Subject matter retention
Multiple sources/resources for understanding
Reinforcement and review
Multiple attempts

Preparation Engagement & Professional Behaviors

Engaged during class; paid attention; not bored
Enjoyed class
Arrived to class prepared
Ability to learn on one's own
Drove motivation and accountability

Video/Online Learning

Re-watch videos
Work at one's own pace; pause video
Flexibility, convenience, own preferences
Modularization of topics

No Benefit or Neutral Result

No benefits perceived
Did not like flipped instruction
Videos not used
Instructional differences not noticed

Alternative Use of Class Time

In-class active learning, problem solving, clickers
In-class support and questions
In-class group time for projects
Student interactivity and peer support

Specific to Course or Course's Videos

Videos concise
Videos had a good pace
Overall work time less
Videos had relevant content (e.g., demo or examples) or were of high quality
What suggestions do you have for improving?