

ZMATH 06670906

de Araujo, Zandra; Otten, Samuel; Birisci, Salih

Mathematics teachers' motivations for, conceptions of, and experiences with flipped instruction.

Teach. Teach. Educ. 62, 60-70 (2017).

Summary: Flipped instruction in school mathematics has been occurring more frequently. This study investigated two teachers' motivations for, conceptions of, and experiences with flipped mathematics instruction. We found that the teachers were motivated to flip based on colleagues' recommendations and potential benefits for students. The teachers discussed changes to their instruction as a result of transitioning to flipped instruction and we interpreted those changes in terms of how teachers perceived the interactions among students, mathematics content, and themselves. Although the teachers viewed many of these changes as beneficial, some presented new challenges as they navigated their changing role in the classroom.

Classification: D40 C29 C70 U50 U80

Keywords: secondary school mathematics; teaching models; teaching practices; flipped instruction
doi:10.1016/j.tate.2016.11.006