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Rotating solids and flipping instruction.

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Summary: Technology is causing educators to rethink the entire notion of classroom learning, not only with respect to what learning should take place but also where it should take place. One such innovation is flipped instruction, broadly defined by *H. Staker* and *M. Horn* [Classifying K–12 blended learning. San Mateo, CA: Innosight Institute (2012)] as an instructional model in which students learn partly through online delivery and partly through face-to-face interaction in a school setting. In this article, the authors blend research and practice as they describe how action research helped them examine a broadly accepted phenomenon with limited research on its effectiveness: flipping the classroom. The authors add that with the growing accessibility of technology such as SMART Boards^{TM}; document cameras; laptops and tablets available for usage in flipping the classroom lessons and the positive results that teachers and researchers assign to this practice, "flipping" is definitely worthy of further investigation. (ERIC)

Classification: D40 U70 I50 G70
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http://www.nctm.org/Publications/Mathematics-Teacher/2015/Vol109/Issue3/Rotating-Solids-and-Flipping-Instruction/