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Love, Betty; Hodge, Angie; Corritore, Cynthia; Ernst, Dana C.

Inquiry-based learning and the flipped classroom model.

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Summary: The flipped classroom model of teaching can be an ideal venue for turning a traditional classroom into an engaging, inquiry-based learning (IBL) environment. In this paper, we discuss how two instructors at different universities made their classrooms come to life by moving the acquisition of basic course concepts outside the classroom and using class time for active problem-based learning. Results from student surveys are presented to relate student perceptions of the flipped/IBL classroom model.

Classification: D45 H65 U55 U85

Keywords: inquiry-based learning; active learning; linear algebra; computer programming; flipped classroom; flipped learning

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