Promoting Active Learning Through the Flipped Classroom Model

Part of the Advances in Educational Technologies and Instructional Design Book Series

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With the integration of technology into education systems, our society has begun to embrace the new approaches we have taken towards transforming traditional learning environments into active learning through questions, collaboration, and discussions.

Promoting Active Learning Through the Flipped Classroom Model focuses on an in-depth assessment on strategies and instructional design practices appropriate for the flipped classroom model. Highlighting the benefits, shortcomings, perceptions, and academic results of the flipped classroom model, this book is an essential reference for students, educators, administrators, and researchers interested emerging approach to improving student learning.

Topics Covered:
- Problem-Based Learning
- Active Learning
- Flipped Classroom Design
- Flipping STEM Learning
- Instructional Activities
- Pedagogy Enhancement
- Student Learning Support

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Market: This premier publication is essential for all academic and research library reference collections. It is a crucial tool for academicians, researchers, and practitioners. Ideal for classroom use.

Dr. Sagini “Jared” Keengwe is a teacher educator affiliated with the College of Education and Human Development at the University of North Dakota, USA. His research is grounded on the constructivist pedagogy and the actual integration of educational technology tools and applications into teaching and learning to enhance active and meaningful student learning. Dr. Keengwe serves on the editorial review board of numerous national/international refereed journals and has authored or co-authored more than 70 peer-reviewed publications in scholarly book chapters and refereed journal articles. He is the co-editor of eight scholarly reference volumes: Cross-Cultural Online Learning in Higher Education and Corporate Training (2014); Promoting Active Learning through the Flipped Classroom Model (2014); Cross-Cultural Considerations in the Education of Young Immigrant Learners (2014); Literacy Enrichment and Technology Integration in Pre-Service Teacher Education (2014); Virtual Mentoring for Teachers: Online Professional Development Practices (2013); and Adult Learning in the Digital Age: Perspectives on Online Technologies and Outcomes (2010). He is also the editor of two scholarly books that were simultaneously released in February 2013: Pedagogical Applications and Social Effects of Mobile Technology Integration and Research Perspectives and Best Practices in Educational Technology Integration.
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