

An Excellent Addition to Your Library!

Released: January 2014

Promoting Active Learning Through the Flipped Classroom Model

Premier Reference Source

Promoting Active Learning through the Flipped Classroom Model



Jared Keengwe, Grace Onchwari, and James Oigara



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

Jared Keengwe (University of North Dakota, USA),
Grace Onchwari (University of North Dakota, USA),
and James N. Oigara (Canisius College, USA)

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, shortcoming, 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

ISBN: 9781466649873; © 2014; 355 pp.

Print: US \$175.00 | Perpetual: US \$265.00 | Print + Perpetual: US \$350.00

Pre-pub Discount:*

Print: US \$165.00 | Perpetual: US \$250.00

* Pre-pub price is good through one month after publication date.

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 Practicess* (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*.



www.igi-global.com

Publishing Academic Excellence
at the Pace of Technology Since 1988

Chapter 1
Preparing to Teach with Flipped Classroom in Teacher Preparation Programs
Beverly B. Ray (Idaho State University, USA)
Angiline Powell (University of Memphis, USA)

Chapter 2
Promoting Active Learning through a Flipped Course Design
Heather D. Hussey (Northcentral University, USA)
Bethany K. B. Fleck (Metropolitan State University of Denver, USA)
Aaron S. Richmond (Metropolitan State University of Denver, USA)

Chapter 3
A Teaching Model for the College Algebra Flipped Classroom
Lori Ogden (West Virginia University, USA)
Laura J. Pyzdrowski (West Virginia University, USA)
Neal Shambaugh (West Virginia University, USA)

Chapter 4
A Flipped Classroom Design for Preservice Teacher Training in Assessment
Isabelle Nizet (Université de Sherbrooke, Canada)
Florian Meyer (Université de Sherbrooke, Canada)

Chapter 5
Triumphs and Tribulations of the Flipped Classroom:
Frederick J. Carstens (Tapestry Charter School, USA)
Milton Sheehan (Tapestry Charter School, USA)

Chapter 6
Flipping STEM Learning:
Dianna L. Newman (SUNY Albany, USA)
Meghan Morris Deyoe (SUNY Albany, USA)
Kenneth A. Connor (Rensselaer Polytechnic Institute, USA)
Jessica M. Lamendola (SUNY Albany, USA)

Chapter 7
Benefits of the Flipped Classroom Model
Marie Larcara (Canisius College, USA)

Chapter 8
Flipping the Classroom in a Teacher Education Course
Patricia Dickenson (National University, USA)

Chapter 9
Active Learning in the Flipped English Language Arts Classroom
Clarice Moran (North Carolina State University, USA)
Carl A. Young (North Carolina State University, USA)

Chapter 10
Blend the Lab Course, Flip the Responsibility
Mark A. Gallo (Niagara University, USA)

Chapter 11
The Flipped Model in an Advanced Placement United States History Course
Ronald H. Kotlik (Canisius College, USA & Clarence High School, USA)

Chapter 12
Global Kitchen Project:
Melda N. Yildiz (Kean University, USA)
Altagracia Petela (Kean University, USA)
Brianna Mahoney (Kean University, USA)

Chapter 13
Using the Flipped Classroom Instructional Approach to Foster a Mathematics-Anxious-Friendly Learning Environment
Chris L. Yuen (SUNY Buffalo, USA)

Chapter 14
Student Rates of Outside Preparation before Class Discussion of New Course Topics:
Clare A. Francis (University of North Dakota, USA)

Chapter 15
Flipping the Constitutional Law Classroom:
Julia L. Ernst (University of North Dakota, USA)

Order Your Copy Today!

Name: _____

Organization: _____

Address: _____

City, State, Zip: _____

Country: _____

Tel: _____

Fax: _____

E-mail: _____

Enclosed is check payable to IGI Global in
US Dollars, drawn on a US-based bank

Credit Card Mastercard Visa Am. Express

3 or 4 Digit Security Code: _____

Name on Card: _____

Account #: _____

Expiration Date: _____