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Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Chapter 1 Introduction to the flipped classroom -- Chapter 2 Design Considerations -- Chapter 3 Technology in the flipped classroom -- Chapter 4 Assessing Flipped Classrooms -- Chapter 5 Reflective and reflexive practice in the flipped classroom -- Chapter 6 Case Study Framework -- Chapter 7 Designing an active learning environment architecture within a flipped classroom for developing first student engineers -- Chapter 8 Experiences with "Flipping" an Introductory Mechanical Design Course -- Chapter 9 Inclusive STEM: Closing the learning loop -- Chapter 10 Flipping on a shoestring: A case study of Engineering Mechanics at the University of Technology -- Chapter 11 Design, Deployment and Evaluation of a Flipped Learning First Year Engineering Course -- Chapter 12 Flipped classes: Drivers for change, transition and implementation -- Chapter 13 A Technology Enabled

Flipped Classroom Model -- Chapter 14 Flipping a Postgraduate Classroom: Experience from Griffith University -- Chapter 15 Flipping the learning of subdivision design for Surveying students -- Chapter 16 Flipping a collaborative classroom to gain deeper understanding of the health system -- Chapter 17 Implications for pedagogy: Flipping the classroom to engage pre-service teachers -- Chapter 18 Flipped Tutorials in Business Courses.

Sommario/riassunto

Teaching and learning within higher education continues to evolve with innovative and new practices such as flipped teaching. This book contributes to the literature by developing a much deeper understanding of the complex phenomenon of flipped classroom approaches within higher education. It also serves as a practical guide to implementing flipped classroom teaching in academic practice across different higher educational institutions and disciplines. Part 1 of this book (Practice) describes the considerations involved in flipped classroom teaching, including the challenges faced in transforming teaching and learning within higher education. Further, it reviews the educational concepts on which the flipped classroom is based, including a selected history of similar innovations in the past. The final sections of Part 1 explore the tools needed for flipping, the design steps, assessment methods and the role of reflective practice within flipped teaching environments. Part 2 of the book (Practices) provides a range of case studies from higher educational institutions in different countries and disciplines to demonstrate the many shapes and sizes of flipped classrooms. Many of the challenges, such as engaging students in their own learning and shifting them from spectators in the learning process to active participants, prove to be universal. .
