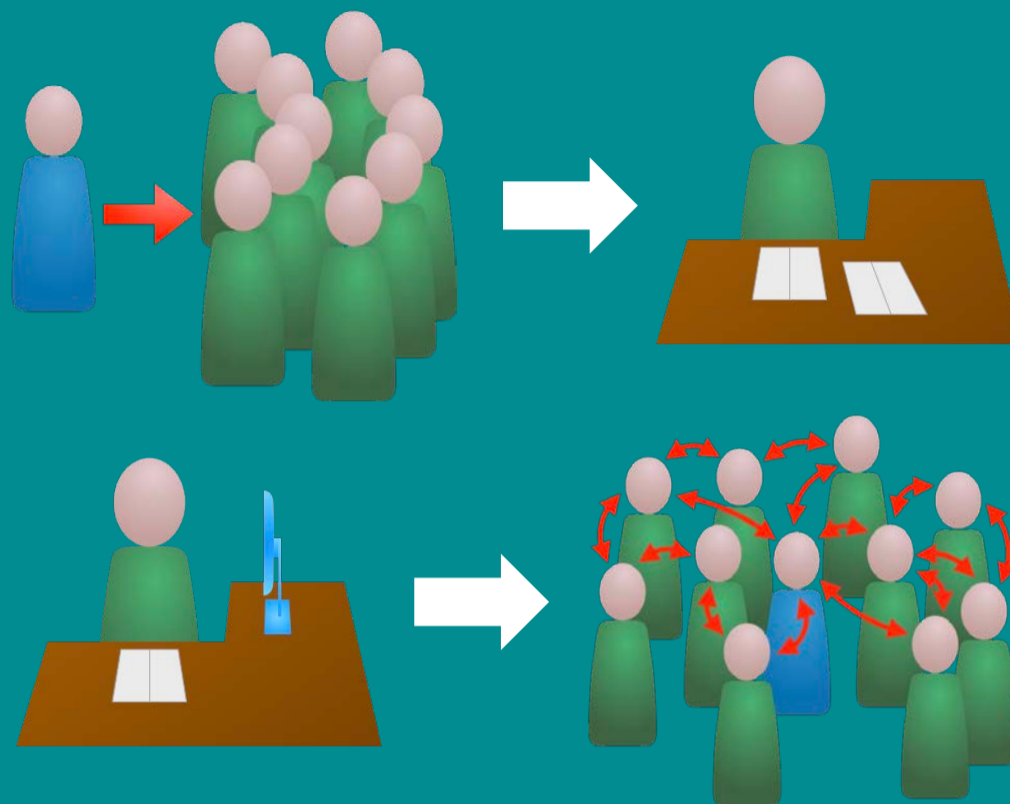


Blend & Flip

Learning in the Classroom



Traditional courses usually start with lectures followed by self-study by the students (upper figure). During the lectures, teaching is often uni-directional, with little interaction.

When online material is added to the course ('Blended Learning'), students can study before they come to class (lower figure). This enables useful interaction between the students and the lecturer as well as among students during contact hours ('Flipping the Classroom').

This Fellowship Project studies the successes and failures of 'blending and flipping', and evaluates the experiences of teaching staff and students. Which methods do they prefer, and why? What are the opportunities and pitfalls? What lessons can be learned to encourage other lecturers to try their hand at blending and flipping? How can starters in this field find the methods that suit them best?

Interested? Please contact me!

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