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Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics

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ABSTRACT

The "flipped classroom" has begun to revolutionize the way that students receive information from their teachers and is ushering in a new era of active and creative thinkers. Although flipping the classroom has gained popular attention, very little research has focused on flipping the classroom at the collegiate level. This paper documents the implementation of a "partially-flipped" class over one semester of a large enrollment microeconomics course, as well as presents results of students' perception toward flipped learning. I find that students respond positively to flipped learning, and that it is an instructional design that is beneficial across student groups.
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1. "Flipping" the classroom

In order to motivate the entirety of this paper consider one of the first lessons learned in an economics course, the production possibilities frontier. Within a class period there are many ways in which time can be allocated between lecturing and using active-learning exercises, but we are bounded by the amount of time available. Thus, let's consider a "teaching PPF" in which there are two

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