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FLIPPED LEARNING: MYTHS AND FACTS

This article published on the September 2017 issue of the EDUCAUSE Review discusses the myths and facts about “flipped learning”.

In traditional instruction, students’ first contact with new ideas happens in class, and they tackle more difficult tasks in learning are on their own.

Flipped learning, moves students’ first contact outside of the classroom, and uses in-class time for them to pursue higher-level tasks together, with the instructor as a guide.

Some of the myths and facts the author presents are listed below:

1. **MYTH:** Flipped learning replaces face-to-face teaching  
   **FACT:** Flipped learning optimizes face-to-face teaching.

2. **MYTH:** Flipped learning has no evidence to back up its effectiveness.  
   **FACT:** Flipped learning research is growing in exponential pace and has been since at least 2014, with over 131 peer-reviewed articles published in the first half of 2017.

3. **MYTH:** Most students and professors prefer lecture over flipped learning.  
   **FACT:** Students and professors embrace flipped learning once they understand the benefits.

The full article can be accessed at the source:  
"Myths and Facts About Flipped Learning" by Robert Talbert