

Shared with Permission from the Student

Sample Literature Review on the Flipped Classroom

Grade 73%

25% Literature Review

Due at the beginning of class 6. Electronic submission.

You will be given three articles related to an area of study in mathematics education. You will select an additional three articles from primary sources (journals or books) to add to your body of literature. Synthesize all six articles to prepare an argument for summarizing past research while advocating for the need to more research in the specified area of mathematics education. The following points will guide the development of your paper:

- A. Maximum 5 pages (2,500 words) in addition to your title page and references.
- B. The title page is a page on its own and should contain a title for your literature review, your name (with middle initials), your email information, and the number of words in the document.
- C. Your paper should have an introductory paragraph, body (several paragraphs), and concluding paragraph.
- D. Do not include numbered or bullet points in any part of your writing. The writing must include fully-developed ideas structured within paragraphs, not within numbered or bulleted points.
- E. You may use parenthesized information and dashes but, if you use them, keep them minimal.
- F. Quotes are only to be used if you are citing a very special passage that you cannot summarize. See APA guide for the correct manner in which to insert quotes into your writing.
- G. You may use footnotes. If you use them make sure there are only a few (e.g., no more than 2 or 3 footnotes in the entire paper).
- H. Do not use endnotes.
- I. Include a separate page for your references, cited using APA formatting.
- J. Your writing must adhere to APA (6th ed.) standards. (As a part of APA, make sure your use the *Oxford Comma* rule. For example, I like apples, oranges, and bananas [correct]. I like apples, oranges and bananas [incorrect].)
- K. Creating a strong final paper involves **multiple** reads and drafts of writing. Make great use of your writing partner in this course; help your writing partner, as best as you can. Use the read-aloud strategy discussed in class.

Rating Scale for Scoring

Criteria	5	...	1
Literature Review	<p>Synthesis of literature is woven together presenting an argument that reflects the breadth and depth of literature in the field. Analysis of literature considers the complexity within each study as well as connections between studies; such as the extent to which the studies address the complexity of the issue and assumptions underpinning each study.</p>		<p>Literature review is a collection of individual articles; typically not in the authors voice (e.g., Smith said), subsequently, the author was not able to formulate an argument.</p>
Argument	<p>Argument is well-reasoned, argued, insightful, and clear.</p>		<p>Argument appears to be an afterthought and as a result, it is missing the insight needed to convince the reader that more research is needed in the field.</p>
<p>Writing adheres to standard conventions including APA formatting.</p>	<p>Transitions from one sentence to the next are well bridged providing a well crafted underlying structure that communicates important information in the depth and breadth required. The writing style has a distinct tone and voice that is appropriate for academic writing and adheres to the APA conventions.</p>		<p>Although the writing adheres to standard conventions, it is awkward and difficult to read which could in part be due to issues with APA formatting.</p>

Flipped Classrooms

an instructional approach

The flipped classroom is a concept that gives educators increased class time to engage students with meaningful activities. It is done by having students work through instruction from home. Short videos, power points, pod casts, and websites are used in a flipped classrooms model. Educators use this model to motivate their students to work from home. Therefore, when students arrive in class they know the basic concepts and under the supervision of a teacher, students complete more meaningful *exercises* questions. The availability and involvement of the flipped classroom relies heavily on *out of class as well as in class* the students' engagement. Without student engagement, the flipped classroom is almost impossible to implement. Teachers, who use this model, have noticed motivation and engagement changes in their students. While success as a direct result of the flipped classroom has provided mixed reviews. Some teachers, who *were* using the flipped classroom, have noticed that student success does not change. Whereas, other educators have determined there has been an increase in scores as a result of the flipped classroom. *Good intro for what is to come (just add the citations - you have them)*

In a 2015 study, students using a flipped classroom achieved better scores in a trigonometry unit than students taught in the traditional method (Bhagat, *C.N.* Chang & *C.Y.* Chang, 2015). This study compared 41 students taught using the traditional method and 41 students taught using the flipped classroom. The study highlighted issues and questions in motivation, achievement, and performance of students at different achievement levels. Pretests were given and the students demonstrated similar scores in both groups. The post-test displayed different results, as average and low achievers in the flipped classroom scored better than their counterparts using the traditional method. In conclusion, this study determined that a student-centered approach in the flipped classroom resulted in higher achievement than the teacher-centered approach in the conventional method of teaching (Bhagat, C-N. Chang & C-Y. Chang, 2015).

positive aspects of the flipped classroom

Nice segue between paragraphs
avoid using first names

In contrast, Kevin R. Clark's study, ^(20xx) ~~that~~ ^{revealed} the effects of flipped classroom found ^{inconclusive?} different results. The overall results ~~found~~ ^{revealed} that students' performances were similar with the flipped classroom and the traditional classroom showing no significance change in the students assessment. ^{Unfortunately,} Clark limited his research to one class and subject. The results of his study do not have a solid conclusion with ^{only} a small number of participants. It was noted however, that students who participated in the flipped classroom preferred this instructional method. ^{in the classroom} The students had a positive experience with the flipped classroom and enjoyed interactive environment it offered. Engagement ^{was} is increased when students have the opportunity to utilize technology (Attard & Curry, 2012).

No change

reported

you these folks but the above study is Clark's (you)

Although the results of Clark differ from Bhaget, ^{is study (20xx)} C-N Chang, ^{and} C-Y Chang's, student engagement ^{was} is similar. It is important for students to be engaged in the content they are learning ^{as}.

^{found} Studies suggest that student engagement is a possible predictor of student achievement in a variety of settings (Walker, Green, & Mansell, 2006). The flipped classroom is a student-oriented approach which allows students to stop, rewind, and watch the lecture again, enabling students to work at their own pace (Fautch, Hung, 2015; Schultz et al., 2014). Inevitably student engagement will increase, which it turn, will increase student performance. In addition, students learn to manage what they learn and self motivate when participating away from the classroom. A 2003 National Research Council study, found the lack of motivation in classrooms ^{was} is becoming an increasingly pressing problem. Upwards of 40 percent of high school students ^{were} are chronically disengaged from school (Crotty, 2013). When students ^{were} are inattentive and uninterested in their school work, they will not succeed. Motivating students is not an easy ^{task} to accomplish. The com-

positive outcomes of flipped classroom

Flipped Classrooms

mon denominator in these studies is when tasks are student centred, student motivation increases motivation through a flipped classroom (Muir & Geigar, 2016)

According to Muir and Geigar, ^(year) a motivated student is more likely to participate in a flipped classroom, which in turn, instills a sense of competence, relatedness, and autonomy in students, leading to increased extrinsic and intrinsic motivation. Similarly, a flipped classroom tailored to individual students, allows for active learning. Which can be defined as any instructional method that engages students in the learning process (Prince, 2004). Educators who engage students in their learning process, have motivated students ^{who} will improve students' thinking toward learning. Academic performance will increase as students take an interest in what they are learning. Positive student engagement fosters greater development of success skills and success mindsets (Ferguson, 2015). The flipped classroom is a valuable method that can be utilized by teachers to improve their teaching instruction along with improve student achievement. A study from KIPP Academy in Houston, Texas, showed the percentage of students who rated either proficient or advanced, passing rate was 49% percent higher in the flipped classrooms than in the traditional classrooms ^{New example} (Wainwright, 2016). The flipped classroom is a relatively new approach that should be studied further. There is no doubt the research presented has shown that a flipped classroom approach can have benefits in ^{a number of} some areas academically. However, more research must be done on the flipped classroom to clearly find the benefits of this approach. ✓

^{gap} (The limitations in Clark's study is minimal testing for flipped classrooms. As Clark pointed out, only one class was use for the study. The lack of time used for flipped classrooms is insufficient for finding proper results for the importance of this type of instruction method. Muir and Geigar ^{(year) were} also are limited to one classroom of 27 students. The data collection ^{was} is limited to one

classroom which does not give a significant outcome to prove the flipped classroom is the reason for student motivation and increased test scores. ^{In contrast)} Bhagat, C.N. Chang, and ^(Yan) C.Y. Chang studied 82 students. ^{Their} ^{was} Their experiment is more in depth, having a controlled group and experimental group. Placing students into high, average, and low achievers. ^{In complete sentence was} However, the study is limited by the number of classes and low number of participants. Although qualitative and quantitative data were collected and analyzed, the results of the studies could have been more profound with additional classes, teachers, and student participants. Furthermore, the studies ^{more} are unable to examine the videos that are shown, teacher enthusiasm, and method of delivery for the flipped classroom. ^{- Discuss more} Qualitative data can be collected to discover how the videos were presented and the impact it had on students. Yet, students who participate in this model may not understand fully ~~understand~~ how the flipped classroom works and ^{will} are unable to compare it to past experiences.

In conclusion, future research in this area is needed to ^{confirm ore refute} determine the effectiveness of flipped classrooms. Student achievement is the most important aspect in a student's education. Student success is greatly dependent on the motivation and engagement of each individual student. Educators need to focus more attention on how to best motivate students in schools. The flipped classroom, is an excellent practice to motivate students and has infinite possibilities. Overall educators, who become more comfortable with the practices of a flipped classroom, will learn to successfully implement a successful student-centred program that motivates their students and ultimately impacts their students' improvement and success.

Very choppy sentences do not sit well together

Lt. Rev. 8/10
 Arg. 7/10
 Writing 7/10

22
 30

You have drawn on my important points in the literature presented and make a good case for the benefits of the flipped classroom.

The writing is awkward in some ⁵ places and the sequencing of topics/argument needs some editing

Flipped Classrooms

Reference

- Double space.
- Lower case except for the first word (capital) and after a colon.

- Attard, C., & Curry, C. (2012). Exploring the use of iPads to engage young students with mathematics. In J. Dindyal, L. P. Cheng, & S. F. Ng (Eds.), *Mathematics education: Expanding horizons* (Proceedings of the 35th annual conference of the Mathematics Education Research Group of Australasia) (pg. 75–82) 6
- Bhagat, K. K., Chang, C. N., & Chang, C. Y. (2016). The Impact of the Flipped Classroom on Mathematics Concept Learning in High School. *Educational Technology & Society*, 19(3), 134–142. *italics* *italics*
- Clark, K. R. (2015) The Effects of the Flipped Model of Instruction on Student Engagement and Performance in the Secondary Mathematics Classroom. *Journal of Educators Online*, v12 n1 (pg. 91-115). 25 pp. *italics* *italics* x
- Crotty, J. M. (2013) Motivation Matters: 40% Of High School Students Chronically Disengaged From School. Retrieved from Forbes Magazine Online.
- Dwyer, D. C., Ringstaff, C., & Sandholtz, J. H. (1991) Changes in Teachers' Beliefs and Practices in Technology-Rich Classrooms. *Association for Supervision & Curriculum Development, Education Leadership*. (pg, 45-52).
- Ferguson, S., Freidlander, J., Phillips, S., Rowley, J. (2015). The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency. A Study of 16,000 Sixth through Ninth Grade Classrooms
- Hoff, J. & Lopus, S. (2014) Does Student Engagement Affect Student Achievement in High School Economics Classes?. *Allied Social Science Association*.
- Jane, M. (2010). Student Engagement As a Factor in Academic Achievement : The Case of Undergraduates at Norfolk State University, Virginia.
- Prince, M. (2004). Does active learning work? A review of the research. *Journal of Engineering Education*, 93(3), (pg. 223–231)
- Robinson, A., Silver, H., & Strong, R. (1995). Strengthening Student Engagement: What Do Students Want. v1. n1. (pg. 8-12).
- Walker, C., Greene, B. & Mansell, R. (2006). Identification with academics, intrinsic/extrinsic motivation, and self-efficacy as predictors of cognitive engagement. *Learning & Individual Differences*, 16, (pg. 1-12).

Lots of APA errors (maybe you forgot to edit your final document)

Flipped Classrooms

Wainwright, A. (2016) Eight Studies Show iPads in the classroom Improve education. Securedge Network.