Innovation in Education: Implementing Flipped Classroom Strategy

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Abstract

The challenge for teachers of digital native students is to enhance their performance and engagement with the use of new technologies. The case at hand describes the use of flipped classroom strategy. The strategy is a student oriented teaching approach promoting an active learning environment and provides a customized learning where each individual may advance at his/her own learning pace. This strategy was implemented in the context of the *Introduction to industrial organization* course, an undergraduate class part of the major in economics in which the use of mathematical tools and models is an important component. Videos serve as an introduction to the topics and provide the students with key concepts. They also allow the students to confront the required readings with a previous knowledge and to devote in class time to work on exercises and to resolve doubts. The assessment of the strategy is carried out by the evaluation of the students in class and comparing their performance in sessions with and without the use of flipping the classroom. The hypothesis under evaluation is that the implemented strategy suggests that students’ performance and skills acquisition improves significantly.

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