

## OBJECTIVE



The Flipped Classroom aims to promote a more stimulating learning through the use of technology.

Video classes presented before the meeting in the traditional classroom encourage the student to develop involvement with the theme to be presented, promoting the emergence of doubts and questions, making the academic environment more dynamic and capable of generating the maturation of content.



<https://www.youtube.com/playlist?list=PLHm-Ey89jc-Q9C5bHxJQWOY3nD0qGiuEd>



## Flipped Classroom

by  
Delzito Eduardo  
Morales Figueiredo  
and  
Ilda Cecília  
Moreira da Silva



## ORIGIN AND DEFINITION

The inverted classroom began to be used by teachers Jon Bergmann and Aaron Sams around 2007 in American high schools.

Firstly, the impetus for the use of this type of teaching methodology arose from the need to create strategies to prevent school dropout and to attract the engagement of students who needed to be absent with some regularity, especially athletes.

The result was impactful in allowing these students to be able to follow the content of the regular class, even away from the school environment.

From this, the teachers decided to expand the use of. It was the logical inversion of the traditional classes that gave the model its name, taking advantage of the fact that technology, virtual media and the internet are already easily accessible and part of the students' daily life.

Thus, the traditional lecture part no longer has the function of presenting a first contact with the expository content, becoming a place for discussion and exchange of experiences among the students, who, in turn, started to present less passive behavior and more stimulated before their professors.

