

POSSIBILITY OF APPLYING FLIPPING CLASSROOM METHOD IN MATHEMATICS CLASSES IN FOUNDATION PROGRAM AT QATAR UNIVERSITY

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Abstract

With the dramatic increase of using technology in higher education, universities are introducing all possible support for their teachers and students, and providing them with essential equipment inside and outside the classroom like computers, laptops, free internet and Wi-Fi, audio-video devices in the classroom. Also communication methods between teachers and students are available among an e-mail, blackboard, My Labs Plus, mobiles and other smart facilities. In addition, families and parents provide their children with mobiles and laptops to make them able to follow up their teachers. All these available services lead the teachers to apply some new methods of teaching like flipping classroom method. In this paper, the author discussed the possibility of using flipping classroom method in mathematics classes in foundation program at Qatar University by applying it on a pilot group of students, after designing a special model of flipped learning. In addition, the author investigated some of the difficulties and problems that facing this method of teaching in mathematics classes, and he provided some suggestions to reduce these difficulties and to improve this method in mathematics classes. It is found that, applying this method in mathematics classes is more difficult than Art, education or sharia classes; it is possible with some restrictions and conditions on the method of designing the model of flipping classroom. Also it is found that results of the pilot group in the quiz where this method used is better than their results in the quizzes where they didn't use this method. An analysis of the results is presented, some hypotheses are tested. Finally conclusions and recommendations are presented.

Keywords: Flipping classroom method, Mathematics, Student, Teacher, Testing Hypothesis.