There are continuous and drastic researches conducted to improve and develop the quality of education in the Algerian schools in general and in the higher education in particular since we have witnessed great reforms with an eye to catch up with the global educational systems and gain mobility skills in the tools that vehicle purposeful communications as well as in the teaching/learning management contents. There is however, one problem that is frequently highlighted: spoon-feeding. There are certain subjects like philosophy and literature that require the memorization of quotes. Therefore, effective and appropriate learning does come in handy for students at times. Moreover, spoon-feeding through notes provided by the tutors does not do our EFL students any favors. It treats them as handicapped people presenting blank minds needing and expecting their teachers to fill with their knowledge. Spoon-feeding, according to us, is totally never justified in any of its forms as there is constantly more to learn. Accordingly and on the structured reforms paths, we, as practitioners, assert that in any given contexts, the prior measures to take is to develop in our EFL students autonomous learning as learner autonomy has been a recurring theme in language teaching and learning for a long period now. To scrutinize our EFL learners’ perceptions and expectations concerning their readiness to practice autonomy, the paper at hand elicited data from our Master’s students and teachers at the department of English, University of Bejaia through a questionnaire, semi structured interviews, and an experiment related to the innovative EFL trend embedded in inversed or flipped classes which lasted a whole semester. The results reveal that there is a serious gap between learners’ consciousness of autonomous learning and their actual practice in the classroom. Learners perceived themselves to be motivated, resorted to their teacher as a source of knowledge and believed that teachers should raise their awareness towards practicing autonomy. Furthermore, the participants voiced their agreement regarding practicing autonomy under the strategy of the flipped class as the efforts done to manage the classroom and present the knowledge in addition to the constructive debates following the presentation, they gradually over passed the constraints they faced while documenting and covering the home works assigned.
The most adequate and appropriate way to start with this theoretical part would be to formulate questions as a basis to straightforward the research field axe and to blend it with utilitarian knowledge so as to acquaint the readers with enough data which will constitute the backbone of the suggested strategy.

Accordingly, the first questions related to the factor that hinders our EFL learners’ developing skills, their autonomy throughout the learning process are as follows:

- Does Spoon-feeding Impede and hinder Independent Learning among EFL Learners?
- To which extent can this genre of impediment become a kind of frustration breaking down any autonomy ability?

According to Abu Samah, H.j. Kamaruzaman Jusoff, Abu Daud Silong (2009, p82): “Spoonfeeding is a common term which literally means feeding one with a spoon or metaphorically means giving no opportunity for one to think or act for himself”. In our case however, It can likely refer to behavioral treatment concerning learners especially when these individuals have achieved a higher degree in their studies. This kind of behavior either from the teachers, instructors, or even while using the advent of online learning materials with ready materials at a press on the key-board buttons, “opportunities from sky” for a continuous growing number of students in higher institutions. This current situation results to compromises in self-development and thus may impede independent learning and can deter creativity and innovativeness among the learners in general, and graduates in particular.
We, as practitioners often believed that providing learning materials on-line or in class may save time, cost and effort for both teachers and learners. Nevertheless, this kind of provision may generate inhibition in the development of independent thinking and learning, thus autonomy in adult learners at higher education institutions.

On the field literature review, we could reach the conclusion that independent learning should be proposed via creative teaching and learning and this is what we explored in the paper at hand through weekly teaching-learning activities conducted throughout the semester with our Master’s 2 students at the department of English, University of Bejaia while we were teaching Educational Psychology credit. Although the act of spoon-feeding in learning has been a natural and routinely behavior in delivering lectures during the first semester three weeks, we finally made up our mind to direct our students towards related learning materials to cover the assignments with a strong belief that these students at such a level could be trained to generate their own extra learning materials using technology and innovation through creative and committed teaching and in-class supervision and guidance sessions.

Furthermore, on the literature review trajectory, spoon-feeding means offering no chances of value to learners as this act deprives them of any vital things and hides their needs to bring individual input to these sources. Additionally, spoon-feeding may kill the students’ critical thinking as they could not perceive their teachers’ intended concepts while providing class inputs as they involuntarily swallowed the host of information provided without being able to understand; reproducing would be their ultimate class practice certainly to be graded.

What is worth to mention in addition to all these hindrances is that in such cases, the students afford no efforts and are not encouraged to devote any of or to think for their learning progress; on the contrary, their adaptation to the higher education’s style and its requirements still remains a pin heading fact.

To these regards, the educational systems, whether speaking about the primary, tertiary or higher education, have actually witnessed gigantic and meaningful movements towards reforms that have continuously targeted mobility, skillfulness, self- responsibility and most, autonomy focalizing on new trends and notions based on learner-centered approaches. These new trends and notions directed towards developing the learners’ autonomy through functional self-initiation and self-regulation
According to Flanagan, 2007, and according to the main official texts related to education, teachers should be faced with issues that prepare learners to life beyond classrooms where the struggle turns them from being trapped in the vicious circle of getting good marks to skillful professionals displaying good competencies and mastery of the field they will be engaged in.

Furthermore, mainly when we refer to language learners, we mostly focalize on encouraging and motivating them to be responsible of their own learning. This position has been maintained by Benson, 2011 who, though the difficulties teachers encounter during their class sessions as the imbalance between inputs and intakes, home works seldom or never done, unwillingness to use the target language in group works, and wasted opportunities to blend the learning process outside the classroom, declares that these learners are expected to develop responsibility towards their learning.

Accordingly, many attempts to promote learner autonomy have been afforded. However, the ways to conceptualize it remains insufficient as little attention has been accorded to the learners’ readiness and ability to integrate autonomy in their learning process and decision making. (Benson. 2006, 2011; Holec. 1981; Palfreyman. 2003), (Benson. 2011; MacDougall. 2008)

This study, therefore, is meant to raise issues related to autonomy whose major aim is to turn the screw the other way around: self feeding instead of spoon feeding. Addressing the issue EFL learners’ perceptions of learner autonomy as an important but neglected variable in autonomous learning to gain a better understanding of their perceptions and interpretations of this new step and strategy role shift which reflects their readiness to engage in is the main aim of this study. For this purpose, some 40 EFL learners enrolled in Master’s two level language learning and foreign language (DLE), at the department of English, University of Bejaia, participated in the study and their perceptions were investigated in four areas: their opinions of their own responsibilities and that of their teachers, their ability to function autonomously, their motivational level, and the use of autonomy-related activities.

Gaining an awareness of learners’ readiness for learner autonomy can contribute towards reducing the mismatch between teachers’ expectations and learners’ presuppositions and mainly implement the strategy we suggested: the flipped EFL classroom while taking the conference’s forms. Furthermore, the results not only can highlight the curriculum developers and provide guidelines for materials modifications, but can shed light on learner training in critical thinking skills, discussions abilities, and decisions making competences. It presents through the procedure described below a summary of the related credit assignments (educational psychology), followed by details to cover and answer the assignments (mainly the sources and references),
the time allotted to each assignment, how to present the assignment as a project in front of the audience, how to open debates, organize them before it discusses the implications, limitations and suggestions about the suggested strategy.

It is however, necessary to highlight the innovative strategy embedded in the implementation of flipped EFL classrooms.

As a matter of fact, Flipped classroom being in its innate a type of blended learning which reverses the traditional learning setting, is actually an instructional strategy through delivering assignment contents. Although this strategy is often dealt with using technologies such as online or distant learning, it is thus possible to implement it in real environments as in classes for instance. Moreover, using this strategy as a basis to enable the EFL students understand, grasp lectures and set collaborative discussions and even carry out researches out of the classroom’s walls with the guidance of a mentor (teacher), the central focus will then be reversed on the students. This fact will help the students defer rightly to both, the mentor and peers for guidance, discussion, sharing and feedback; a perception that encourages learner-centered approaches and puts an end to the traditional practices where the teacher is the central focus controlling the flow of the class conversations.

Furthermore, the flipped classroom purposefully shifts instructions to a learner-centered model in which class time explores topics and creates meaningful learning opportunities, as 'content delivery' may take a variety of forms for instance using video, online platform lectures, or, using references as a documentation basis given to the students to cover the assignments according to the structured learning curricula.

Flipped classrooms as an active learning-based alternative, not only eliminates two other out-of-class routines: daily lesson planning and grading papers which happens in class replacing lectures with group and individual activities, increases in-class activity as every student has something to do throughout the class, redefines in-class activities as the EFL students might be required to experiment situations to involve thinking skills to find out and solve problems, to analyze discourses, projects, or even discuss through in depth studies language skills developments and practice concepts, but the interaction between the teacher and the students is likely to be more personalized and less didactic as the students are actively engaged in knowledge acquisition through their participation and learning evaluation as well. This concept has been given a great importance by Alison King (1993) as she focuses on the importance of the use of class time for the construction of meaning rather than information transmission putting that the educational space should be for active learning.
Eric Mazur (1997), maintains actively the concept of developing flipped teaching and learning through an instructional strategy known as “peer instruction” because this approach, according to him, transfers information out of the classroom and information and assimilation into the classroom a strategy that allows the teacher to coach the students in their learning the Procedure.

As aforementioned, this study is meant to raise issues related to autonomy through the implementation of the suggested strategy: “flipped EFL classrooms”. For this purpose, some 40 EFL learners enrolled in Master’s two level language learning and foreign language (DLE), at the department of English, University of Bejaia, participated in the study and their perceptions were investigated in four areas: their opinions of their own responsibilities and that of their teachers, their ability to function autonomously, their motivational level, and the use of autonomy-related activities.

1. The Summary of the related credit assignments (Educational Psychology): in the time where researchers are giving due consideration to this discipline working towards new issues to blend the learning process and enable the learners be more autonomous through a new born science “Neuropedagogy” whose conductor is Stanislas Dehaene, a French researcher, educational psychology is part of this discipline. Therefore, The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, and assessment, which serve to facilitate learning processes in various educational settings across the lifespan. It also allows researchers to understand individual differences in cognitive development, affect, motivation, self regulation, and self-concept, as well as their role in learning.

Accordingly, eight (08) related themes have been assigned to our Master 2 students with an eye to conduct a research; elaborate a project which has to be presented in front of an audience which comprises their own classmates. The themes are as follows :-
• Classroom communication and learning including collaborative group work and the development of cognitive and emotional regulation,
• Conceptual development and causal reasoning in EFL learners including executive functioning,
• Peer group influences on social, personal and academic development,
• Attitudes and motivation in education regarding school subjects, well-being and self efficacy,
• Gender and achievement,
• Learning culture in small and rural schools focusing on educational provision, identity and sense of place,
• Teacher development and pedagogy including teacher knowledge and professional learning, and
• Teacher professionalism: status, identity, school improvement.

2. The sources and references: This phase has been devised to provide the students with primary sources and references to start their readings, summarize the main points and ideas related to the chosen themes and thus to summarize their notes in an essay form to be presented as their own project. In addition to the extra sources provided, the whole unit composed of three main chapters has subsequently been referenced.

3. The time allotted to all assignments, organization of the written and oral presentation, with the population sample’s agreement, has been arranged as follows: 15 days for the complete assignments, 01 day to deposit the projects with a note of prohibition to dissuade any student’s attempt to break the delay; a reaction for equity among all the students. As the first semester has been longer compared to the coming one (we actually started our experiment directly after 02 weeks of full and intense lectures: October, 2017), the oral presentations.
<table>
<thead>
<tr>
<th>Number of Students Group</th>
<th>Time Allotted for each Presentation 02/ Sessions Per Week</th>
<th>Presentation Class Management</th>
<th>Peer Evolution, Discussion, Feedback and Reaction</th>
<th>Mentor’s Evaluation and Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>05</td>
<td>20/Minutes/Group, And 10 minutes Discussion</td>
<td>U form Blackboard Projections(PPT) presentations Allowed</td>
<td>Note taking Questions Clarifications, Evolution according the Evolution grid They elaborated</td>
<td>Note taking Oral presentation Managing and organizing the discussions evaluating on the basis of the peer evaluation and the mentor’s one in addition to the paper deposited (final evaluation)</td>
</tr>
</tbody>
</table>
5. The implications, limitations and suggestions about the suggested strategy: having assigned such activities in class and outside the class, meant a lot for both, the students in particular and the mentor in general. As far as the mentor is concerned, the role of teaching in the traditional way shifted from being the sole sources of knowledge (teachers) to knowledge acquire as mentors to share, guide and collaborate with the class individuals.

The students engaged in flipped classroom felt more confident, proud, self-responsible, new knowledge providers, partnership sense development, collaboration and cooperation between all the class members, reached the main objective set embedded in organized and disciplined discussions, debates, fairness in evaluation, and most of all acquiring new notion of self-feeding. However, some limitations appeared during this experiment; it is obvious as this was our first experiment related to such a strategy. There were three main autonomy students’ categories: totally autonomous, partially autonomous, and less autonomous.
The table below illustrates these limitations.

<table>
<thead>
<tr>
<th>Number of autonomous students/ Evidences</th>
<th>Number of partially autonomous students/ Evidences</th>
<th>Number of less autonomous students/ Evidences</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/40</td>
<td>12/40</td>
<td>20/40</td>
</tr>
<tr>
<td>2. Project well organized, structured, well summarized, using own words,</td>
<td>2. Project well organized, structured but needed reconsiderations when summarized,</td>
<td>2. Project well organized, structured but 75% of the work was plagiarized</td>
</tr>
<tr>
<td>3. Confidence and fluency during the oral presentation</td>
<td>3. Less Confidence during the oral presentation as this category regularly needed the help of the mentor</td>
<td>3. Frustrated, blocked, lost words, afraid of the audience, negative evaluation, laughter, not even able to look at their audience</td>
</tr>
<tr>
<td>4. Collegial adaptation to class discussions, questions, observations and evaluation</td>
<td>4. Adaptation to class discussions, questions observations and evaluation went</td>
<td>4. An urgent need to Collegial adaptation to class discussions, questions observations and evaluation</td>
</tr>
</tbody>
</table>
A post-questionnaire to gather data about the suggested strategy has been devised to the population under study. It has been a one section questionnaire which sought answers and reactions related to students’ readiness to measure their autonomous learning, their opinions of their role, responsibility, their motivation level, and how they intend to practice autonomy in and out the classroom. The final data to gather has been about the new strategy evaluation. Including relevance and clarity of the data gathered, the table below resumes the results:

<table>
<thead>
<tr>
<th>students’ measurement for autonomous readiness</th>
<th>Students opinions of their role responsibility</th>
<th>Students level</th>
<th>Practice autonomy in and out the classroom</th>
<th>The New strategy Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfactory</td>
<td>Difficult</td>
<td>Reluctant</td>
<td>No Opinion</td>
<td>Attr Active Const</td>
</tr>
<tr>
<td>Dificult</td>
<td>Reluctant</td>
<td></td>
<td>Motivated</td>
<td>Ultra First Experience</td>
</tr>
<tr>
<td>Very Interested</td>
<td>No Opinion</td>
<td>Interested</td>
<td>Less Motivated</td>
<td>Few of</td>
</tr>
<tr>
<td>Students</td>
<td>Students</td>
<td>Level</td>
<td>The Majority</td>
<td>Intenational</td>
</tr>
<tr>
<td>Opinions</td>
<td>Opinions</td>
<td>Responsibility</td>
<td>Motivated</td>
<td>Engage, Devotion, Mobility,</td>
</tr>
<tr>
<td>of their role</td>
<td>of their role</td>
<td>level</td>
<td>Less Motivated</td>
<td>Perosonal Works.</td>
</tr>
<tr>
<td>responsibility</td>
<td>responsibility</td>
<td></td>
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They also justified their attitudes towards their abilities by saying that they did not have enough experience and knowledge about the “flipped classroom strategy”, and also lacked enough awareness regarding the concept of autonomous learning, much less its practice.
To the study experiment and post-questionnaire about the suggested strategy, we also addressed an interview to teachers randomly met to keep neutrality concerning the undertaken issues as influences might direct the interview to more subjectivity. In addition to this, we wanted the teachers to behave as natural as possible as not only we wanted to encourage them think critically about the suggested strategy but to reveal its pros and cons as well; they might have experimented it with their classes under another form.

The interview therefore, comprises eight (08) questions constituting the core of the field. The questions are as follows:-

- Does Spoon-feeding Impede and hinder Independent Learning among EFL Learners?
- To which extent can this genre of impediment become a kind of frustration breaking down any autonomy ability?
- What does this statement make you think of? What might be your reaction and suggested instructions? “Spoon feeding in the long run teaches us nothing but the shape of the spoon.”
  -E. M. Forster
- What attempts have you actually tried to promote your learner autonomy?
- What are the ways to conceptualize learner autonomy you have already implemented? Do you think this has been sufficient or on the contrary it remains insufficient?
- What do you suggest as new alternatives to fight spoon-feeding and encourage learner autonomy?
- Have you ever heard or tried the strategy of “Flipped classroom” with your students?
- How do you find it? Which results have you been able to reach?
The interview has been conducted with 20 teachers considered as the department permanent professionals with different profiles, experience in teaching, different streams, and different gender and age.

To question 1, our informants replied positively by “Yes” (100%); two of them added that Spoon-feeding not only hinders learner’s autonomy of acquisition, but it renders the process itself to a mere automatization, and thus impede the learner’s relationship to the materiality of language itself and his ability for creative thinking and reasoning. Furthermore, Spoon-feeding prevents extra efforts and total investment of the learners. They should be inspired to become more independent and responsible.

To question 2, the respondents agreed on the same points of view as they openly declared that:

- Learners are so dependent that there are no thinking no evaluation, no critical thinking. They act as pure behaviorist learners; they are becoming gradually handicapped. Therefore, any changing in delivering information or questioning make them go ashtray.
- The materiality of language thus compromised, the learner becomes a mere compromise between what he really is and what the spoon-feeding process wants him to be.
- Actually, we believe that EFL learners need to bridge the gap between their desire to learn and their capacity to become autonomous. And teachers’ beliefs need to be revisited. Helping students to become autonomous doesn’t mean that we are optional. The more we spoon-feed our students, the more assisted they will become, and the less prepared they will be when they will face the labour market.

According to question 3 which consisted of making the teachers react to and comment on E.M. Forster’s citation, the interviewed deliberately argued the following ways:

We totally agree. This explains that too much supports sustain the negative behaviorist concept in our students.

The learner becomes nothing i.e. he becomes a mere object in the spoon-feeding process in which he is called on to reproduce, imitate and reflect the intentions and wishes of the teacher.
It is very hard to orient our students to autonomous learning.

They still need to be wrapped in the teacher’s protection. Any homework or project can turn into a laborious task. And when they do not depend on the teacher, they find an easy way to escape from self-reliance by peer/group work, which is a kind of interdependency.

With our students, we try to raise their awareness about their goals and objectives. Giving them a say of how best they learn, and reflect about the course contents.

As a concrete example, in our module of methodology with Master 2 students, we very often restate the objectives, and each step of the writing process of the dissertation is prepared before the lecture. We ask them to refer to their topics of research, and prepare the part that will be discussed in the classroom. In this way, students will come with a background that they will enrich during the session. We found them very motivated to write, since they directly practice with their research themes.

Question 4 presented a free discussion field for our informants. They not only expressed their in class true practices; but added arguments which summarized their expectations. They overtly said:

Assigned homework (reading, summarizing and presenting), guided and illustrated compositions, integrate the students in the teaching context and taking part in, simulation, oral work projects to enhance the students role play/ using authentic materials (songs, tales, stories) to bring the real world in classrooms, creative writing practice.

Autonomy is an euphemism that stands for hard endeavor and personal commitment towards learning process and the language as the expression and manifestation of a political and cultural identity in which the learner is called on to participate fully and actively to achieve.

Critical understanding of himself and the language immediate environment. Critical thinking can be achieved through the introduction of cultural devices and materials such as movies, music, and also through brain-storming.

To promote autonomy, I think that students need to be aware of their objectives before hand, set clear and realistic goals that students will achieve certainly.

On the other side, teachers need to re-evaluate their methods, update their lectures, make motivating content choices, and prepare the students to self-direct their learning activities in which the learners are invited to give their insights and outlooks.
Questions 5, 6, 7, and 8, gathered important data about different language teaching and learning processes and thus the value both parts have to attribute to autonomy and self-responsibility. However, most of the respondents never came across the suggested strategy or at least the title given as the term “flipped” seemed new to them even if they often practiced this strategy differently and are still doing with it but through various titles.

Therefore, to these questions, the interviewed teachers found that the ways to conceptualize learner autonomy insufficient as each language learner presented a different profile, level, skills, attitudes, and mainly different needs.

Moreover, they argued that the conceptualization of the learner’s autonomy can be achieved through his introduction and understanding of his role in the process and its goals.

The concepts of learning are the articulation of some fundamental values inherent to language itself that the learning is supposed to identify, acquire and make use of. They added that because of the host number of the credits to learn, the assigned tasks, raising the students’ awareness to make decisions, to integrate the learning communities, on the basis of the learner-centered approach, this appears quite difficult to achieve although learners have actually a great role to play in elaborating the lectures with the guidance of their teachers, to peer coordinate the content, the practice, to set objectives right from the beginning, keep diaries to self-assess, peer assess and evaluate the teacher’s performance and behavior to enhance the learners’ autonomy, prove their existence, and be part of the information providers because autonomy of learning stands for the achievement of horizontal relationship between the learner and the teacher. The latter is no longer the leader but a companion in the long journey towards learning.

The interviewed declared that after having explained the nature of “flipped classroom”, we confirm our trials to make the students engage in the class tasks in another form of inverting the classrooms. The students were motivated. They have enjoyed presenting; being in the teacher’s image, provide answers to peers’ questions, and debating various topics related to the syllabus contents. They were totally involved. They even told us that they wanted to learn all the modules that way.
On the basis of the data collected, the interpretations and the experiment done with the population under study, we therefore maintain that the flipped classroom as a form of blended learning strategy aims at improving student engagement and outcomes as its equation grounds active learning, peer instruction, case-based or problem-based learning.

Moreover, in higher education which is our case of study, it is a potential model to increase student engagement, leverage technology and provide greater opportunities for active learning in class through technology affordances which can be summarized in the points below; this is actually what is fundamentally required from the new reform (LMD) all over the Algerian Universities.

1. For students to access at their own convenience and to suit their pace of learning (e.g. lecture material, readings, interactive multimedia),

2. For students to gather their own resources.

3. In a variety of formats to suit different learner styles and multimodal learning (e.g. text, videos, audio, multimedia),

Conclusion and Position

Capture content

Curate content

Present learning materials
And interaction in and out of class (e.g. discussion tools, content creation tools),

Updates and reminders for students (e.g. chats, forums, blogging, announcement tools),

- **Provide immediate and anonymous feedback** for teachers and students (e.g. quizzes,) to alert revision points,

About students to analyze their progress and identify risks (e.g. analytics)

We strongly believe that the flipped classroom which focalizes on “preview at home, practice at school” philosophy mainly in language learning processes, is one of the most popular trends in education in the revolutionary era of technology as students are, when teachers’ monopole is limited to mentoring, introduced to content at home, and practice working through it at the University in addition to innovation in the teaching and learning methods and approaches as these issues are constructed on a mixed concept: a face-to-face with independent study through technology with the guidance of their teacher as a mentor.
Though the many positive facets and attributes the flipped classroom could bring to our higher education institution and precisely to our foreign language learners, we could extract some negative aspects which, according to us can be avoided with much more attention, awareness and professionalism. We could therefore reveal that:

- A reduced opportunity for self-directed critical thinking because we strongly think that this strategy needs to be reinforced with some extra pedagogical materials as the implementation of learning portfolios thanks to which the individual student can self-evaluate, self-assess and thus self-directed criticism on the basis of the gathered evidences and the statement of philosophy;

- This strategy may change the natural behavior of the students as it can look more like an industrialized teaching/learning atmosphere;

- The quality of the teacher, the clarity of communication, and the quality of given curriculum, assessment, and instruction may lose their values as success depends greatly on; and to narrow the list

- Equity in evaluating and assessing the students’ assigned works is still a major issue as great efforts have to be devoted to elaborate and integrate valid and reliable measurements.

Finally, we can consider this last point as a new idea for further investigations because thinking about how students learn, how they can develop their learning autonomy, and how they can grow more self-confident and responsible are still posed questions because any innovation regarding learning pedagogy stems from the premise of inquiry-based philosophy.
Diagram 1: Learning opportunities of the flipped classroom (adapted from Gerstein)

Appendix 2 Relies highly on motivated learners

Concept Exploration
Video/audio recordings, Content rich websites, Simulations, Readings etc

Demonstration/Application
Personalized projects, Problem-based learning, Experiments, Presentations, Role plays etc

Meaning making
Reflective podcast, (students), Quizzes, Blogging, Online discussions

Teachers creating videos
YouTube Vodcasting Schoology Wiki TED

Why it matter
Inspires change
Motivates students
Improves quality of interaction between students

CONCEPT
Teaching model in which videos replace 'lectures' with valuable class time
Learning content at home
Coming to class to apply what was learned at home
Students learning for and by themselves
Higher student engagement
More interaction and face-to-face time
A small group work

Doing Different things
Not just doing

Bringing homework to school and classwork home

Houussvno aaddnd
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