

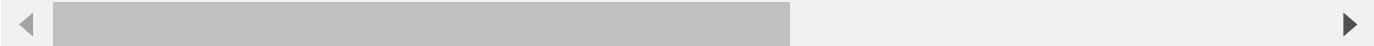
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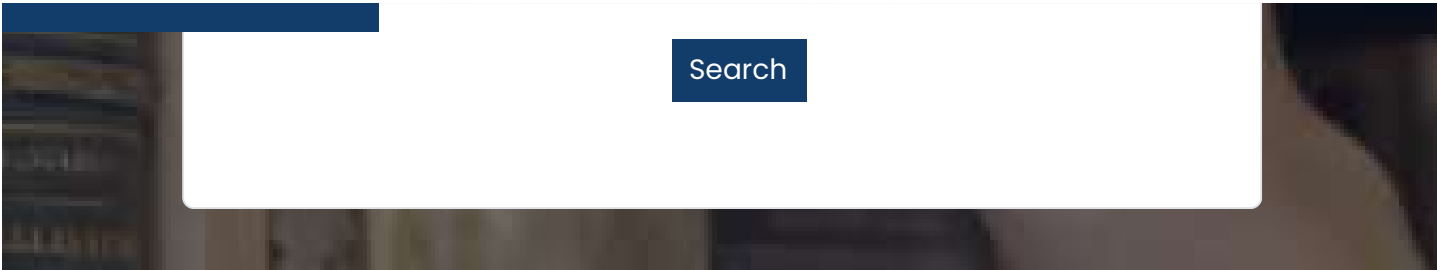
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Contributors

Author Info

The author is an assistant professor of education in the University of Burdwan, West Bengal, India. He has co-authored five books before. This is a book of his research. The author has also written book chapters on sociology of education and philosophy of education.

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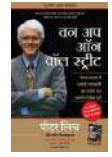
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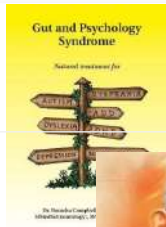
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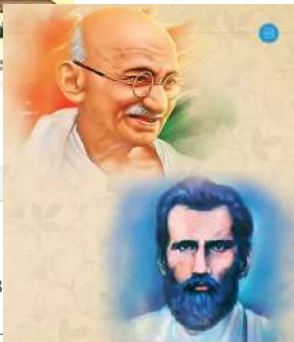
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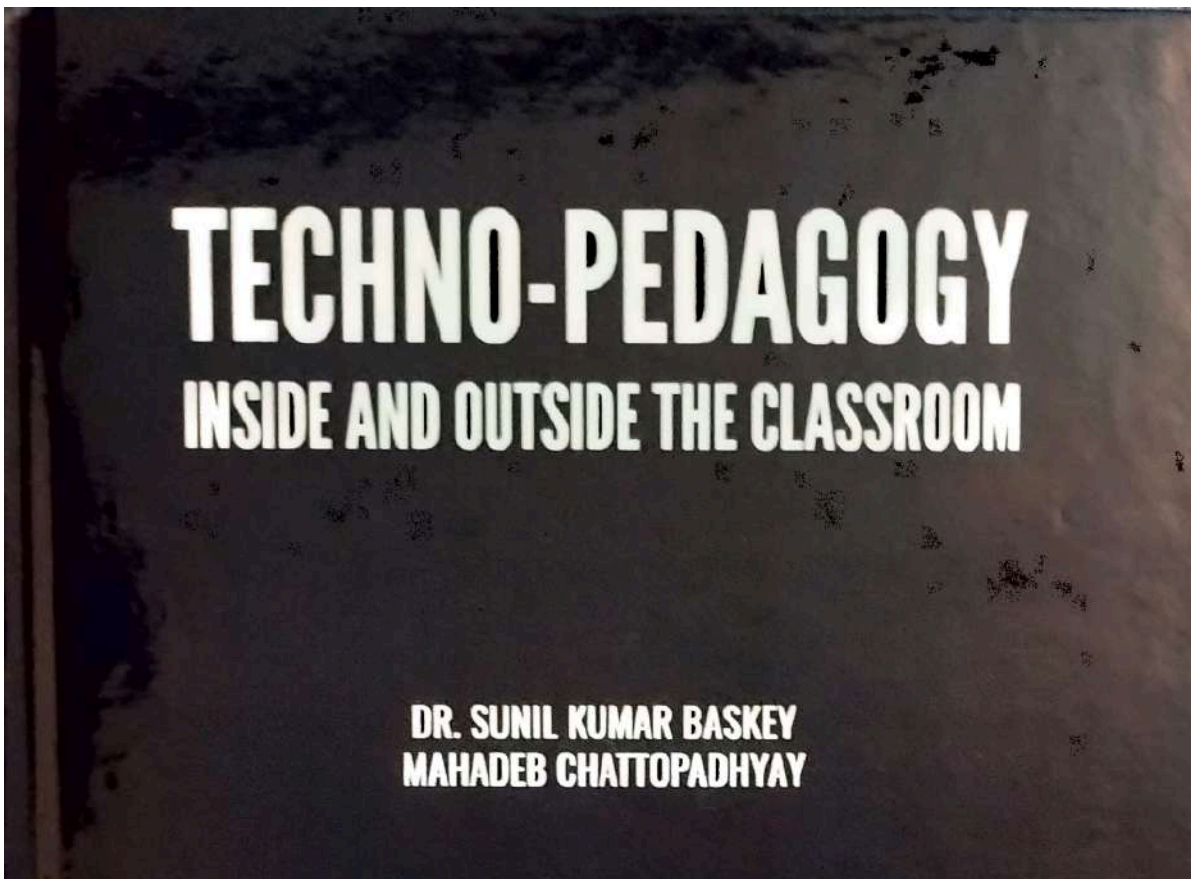
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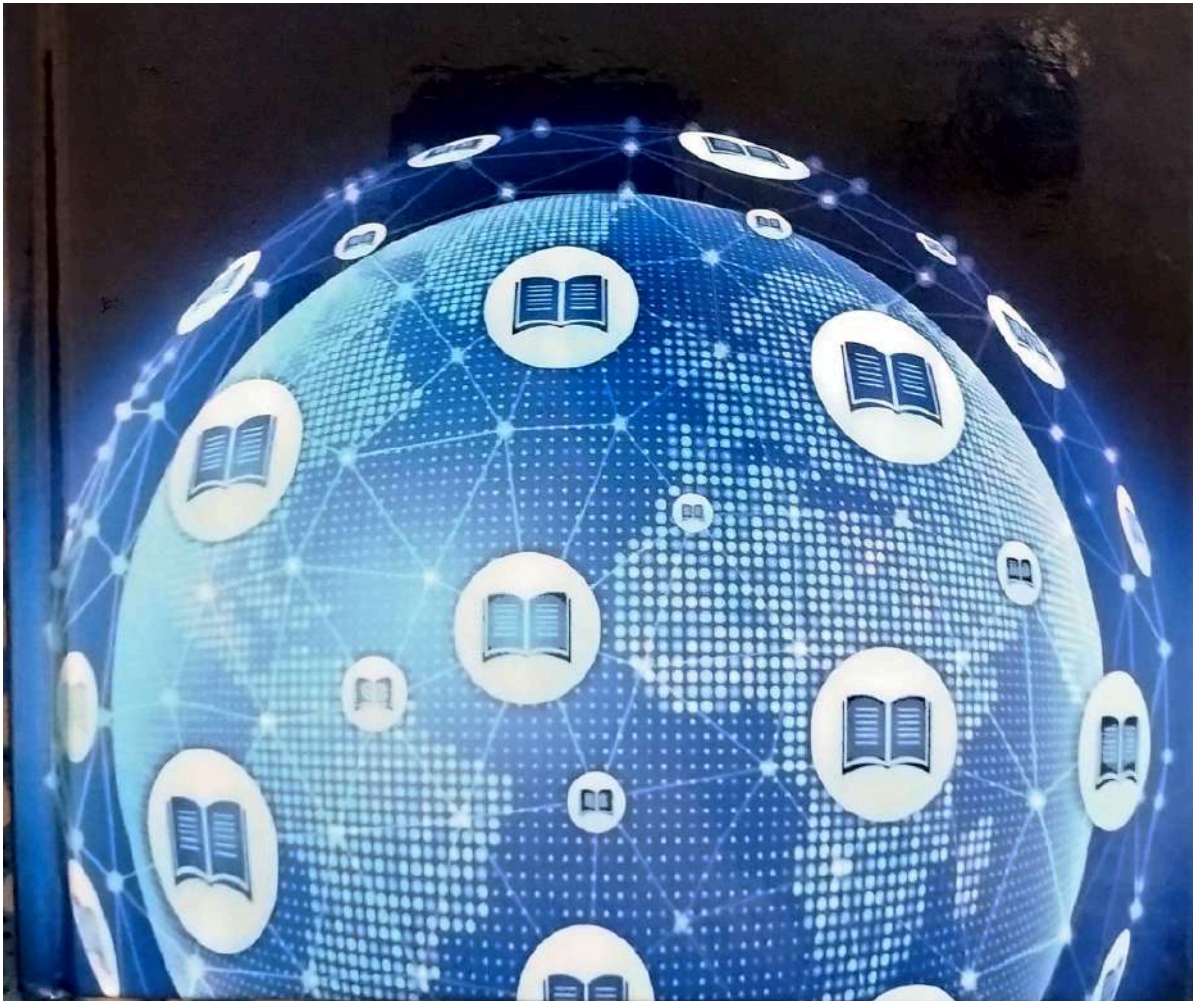
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6

FLIPPED LEARNING IN MATHEMATICS CLASS: AN OVERVIEW

CHAPTER

Dr. Puja Sarkar ¹, Mampi Howlader ²

Abstract

Teachers are looking for innovative ways to incorporate online materials and approaches into their curriculum in the contemporary age of the Internet and social media. Researchers and practitioners have investigated alternative tactics and teaching approaches in order to engage and encourage students in the learning process. One of these options is the flipped classroom. According to several scholars, the flipped classroom is a paradigm in which students watch online video lectures provided by the facilitator before class and then utilize class time to engage in meaningful learning activities facilitator-guided problem solving and conversations. Flipped learning is an innovative active learning strategy that gives students various options. The usual classroom environment is flipped in this integrated learning approach. Students and facilitators work together in the classroom to solve issues or carry out practical tasks via discussion and peer participations. This review article has given a detailed overview of flipped learning in the Mathematics classroom. We have also included some recent studies on flipped learning in Mathematics classrooms in school. The benefits and drawbacks of flipped classrooms are also highlighted.

Keywords: *Flipped classroom, Flipped learning, Mathematics*

*Education, Bloom's Taxonomy.***1. Introduction**

Technology allows for immediate access to knowledge in the twenty-first century, and the Internet is easily accessible through a laptop, computer, or smartphone. Students now spend more time than ever before utilizing digital tools; by doing so,

¹ Assistant Professor, Department of Education, The University of Burdwan, Gobapbag, Purba Bardhaman-713101, West Bengal, India

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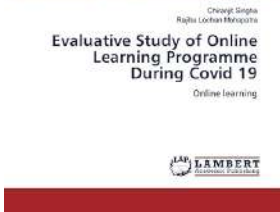
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In book: Transforming Mind Through Value Education (pp.pp.13-25) · Publisher: Naya Pustak Mahal

Authors:



Rajiba Lochan Mohapatra
University of Burdwan

Citations (2)

Abstract

This chapter gives a comprehensive picture of the concept of value as represented by Dharma. It also depicts how the concept evolved in course of time and was able to uphold the value tradition of an ancient civilization such as the Vedic civilization.

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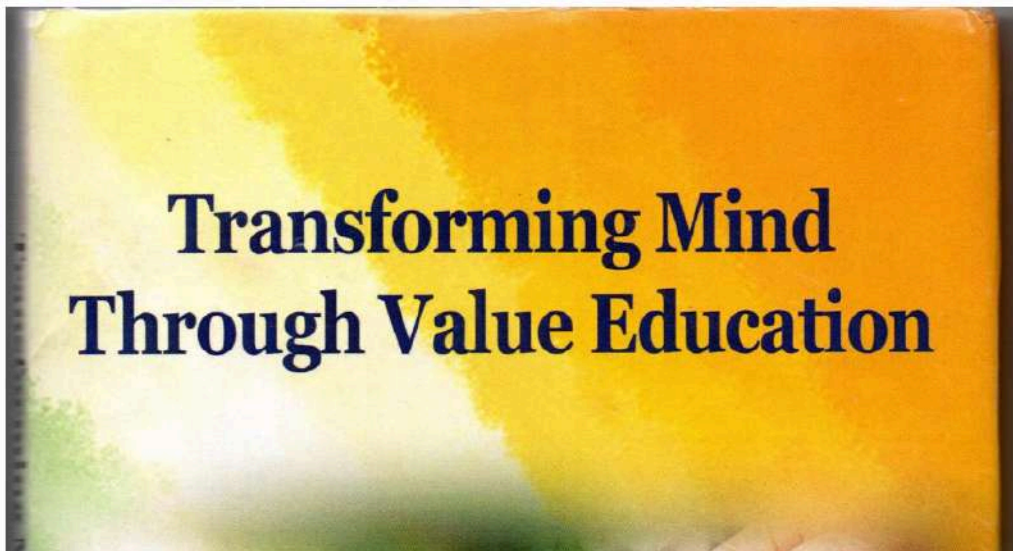
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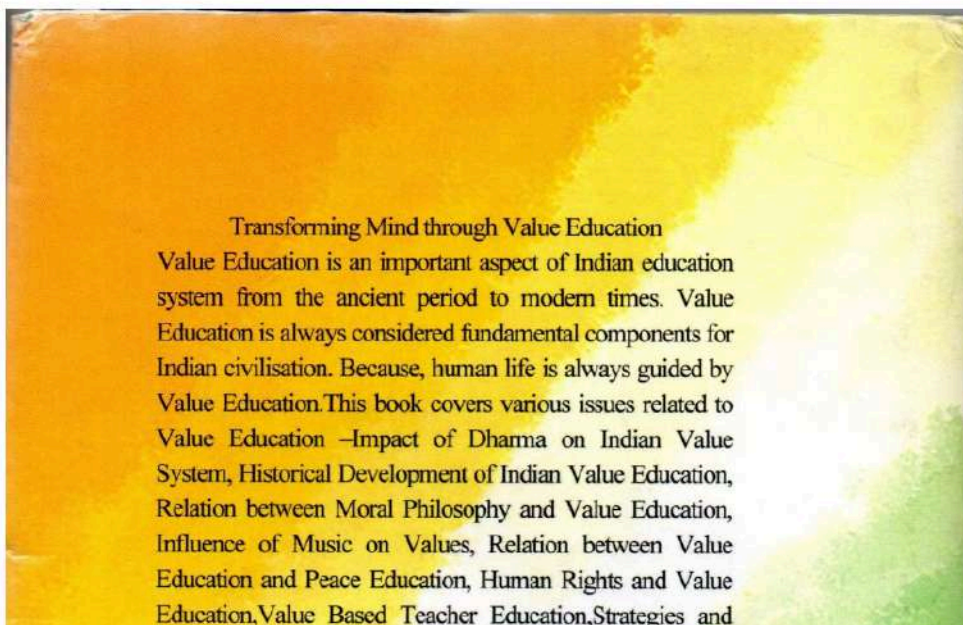
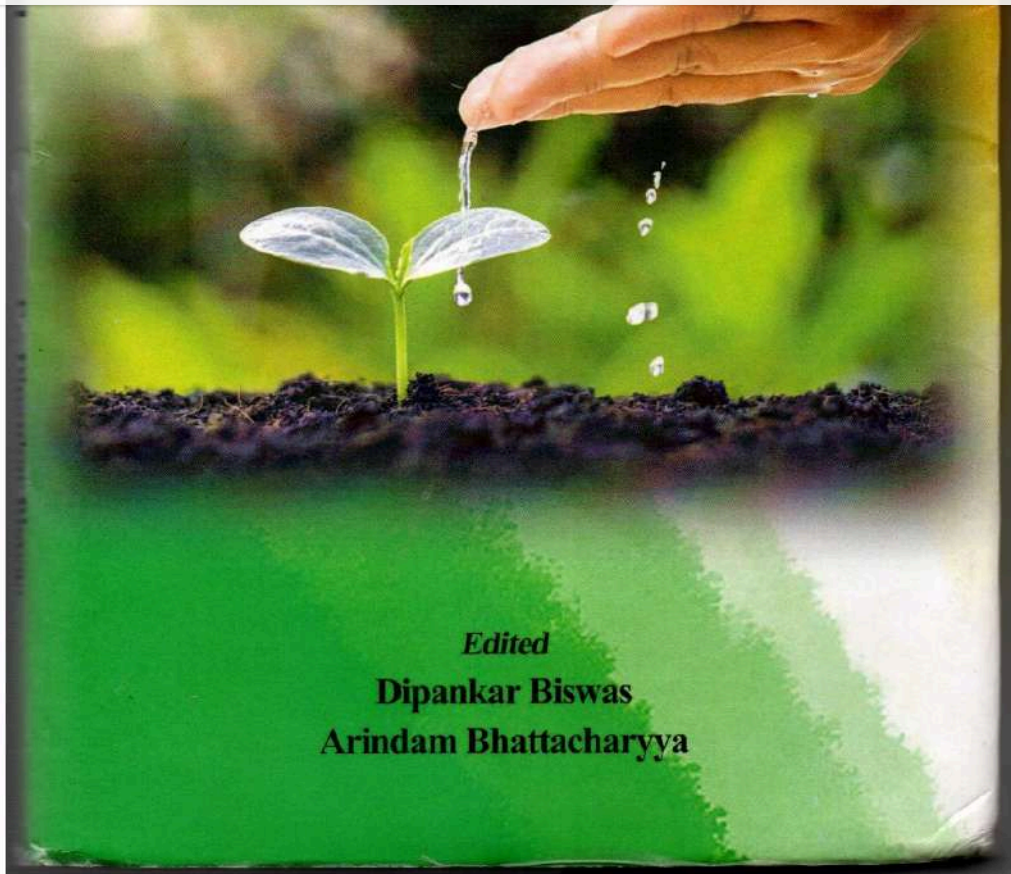
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Indian Value System : A Perspective of Dharma

Rajiba Lochan Mohapatra

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Authors:



Rajiba Lochan Mohapatra
University of Burdwan

Abstract

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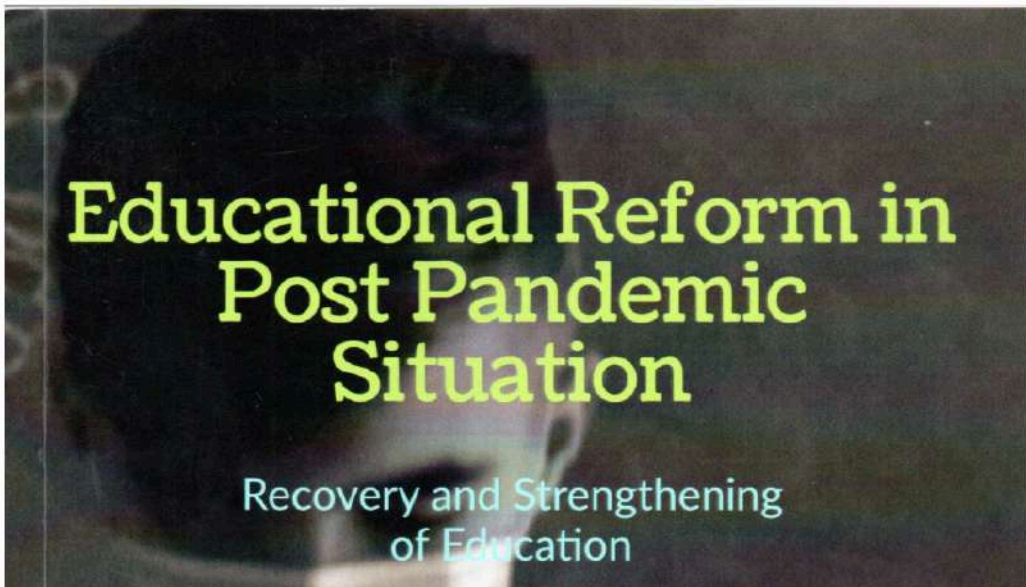
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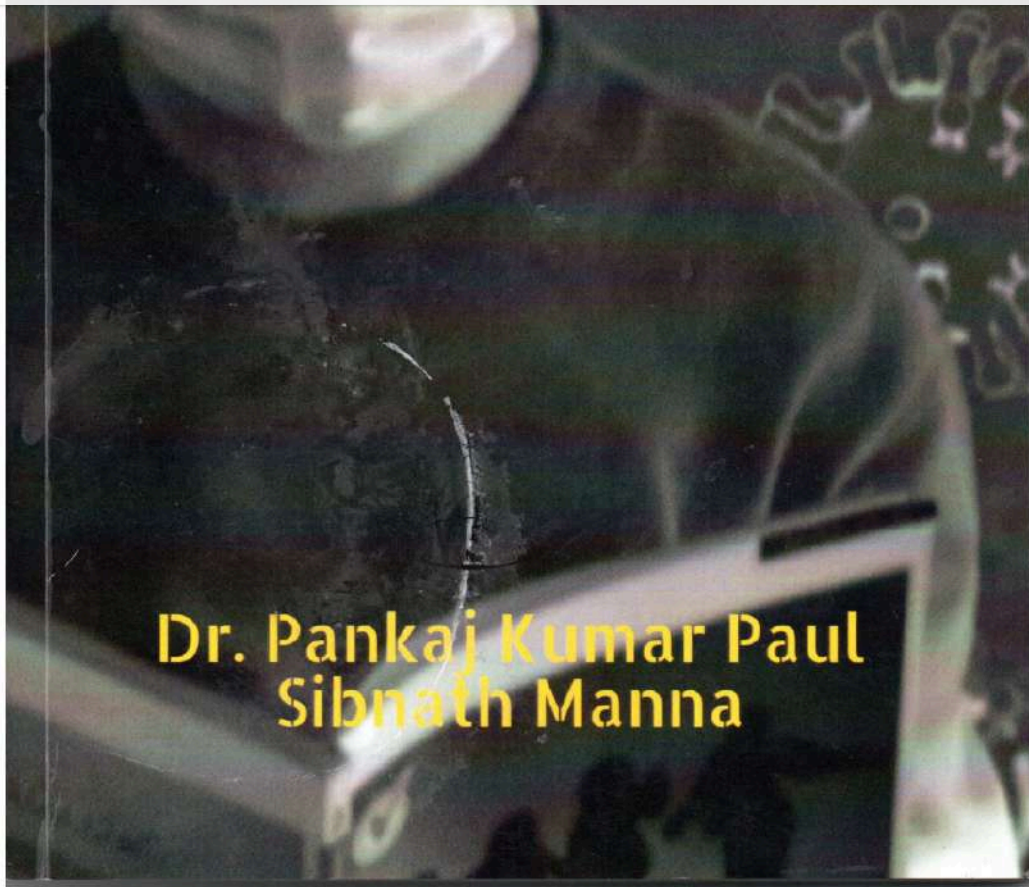
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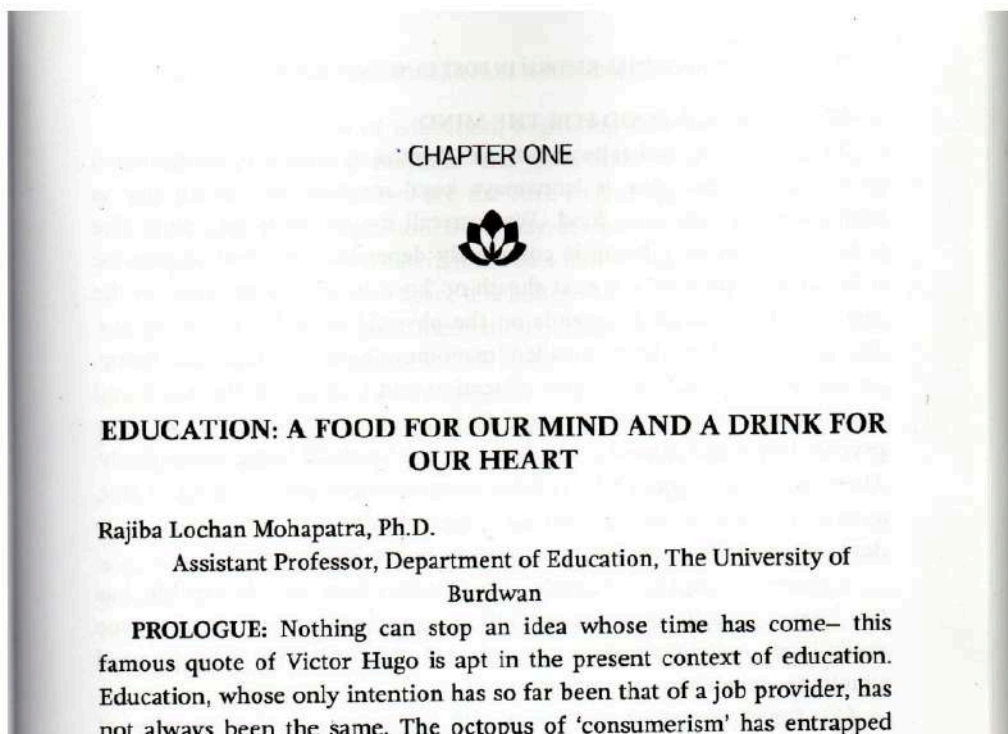
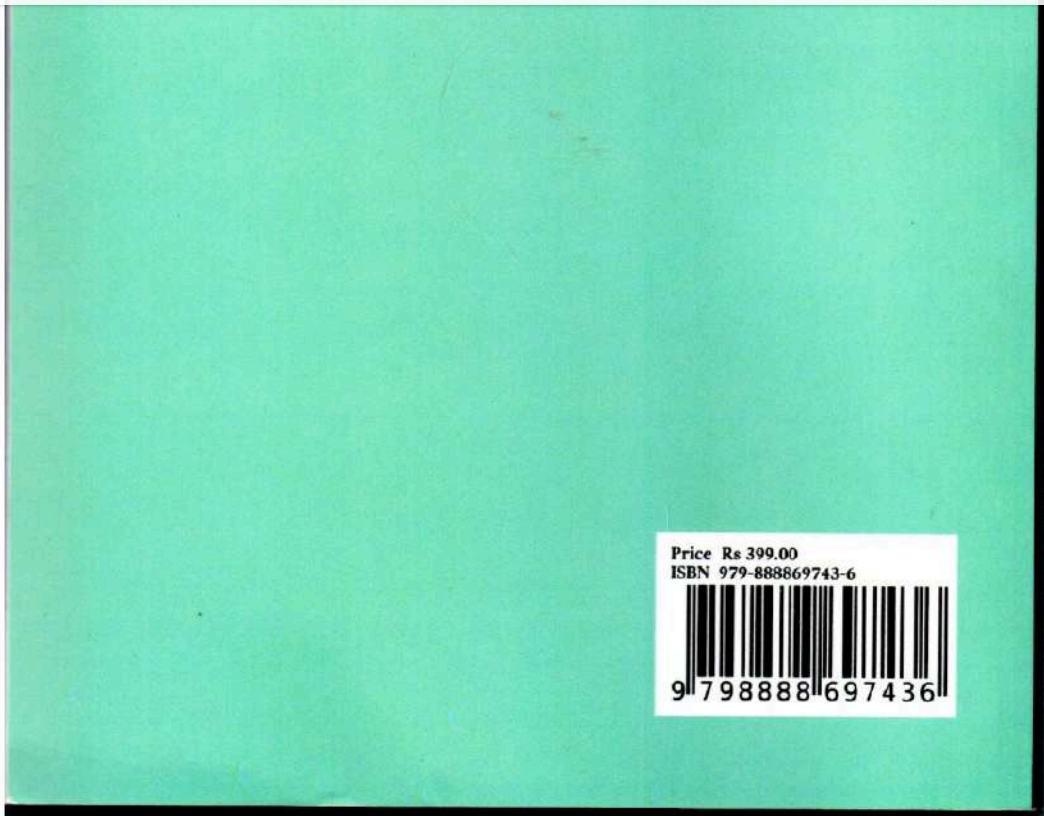
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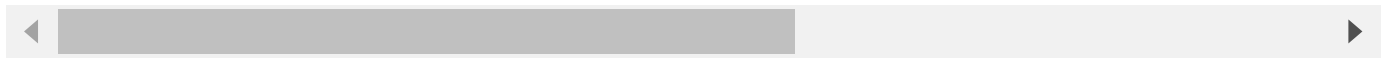
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Ph.D., Department of Education, The University of Burdwan, West Bengal, India

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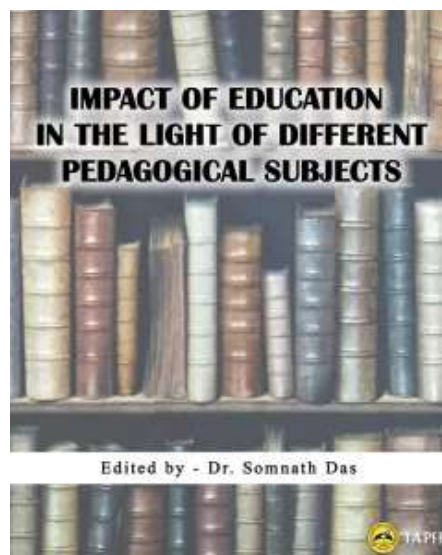
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Education and philosophy are intertwined on a common platform called purpose. The purpose defines a human being and their life afterward. Our lives have been chiseled and hammered and thus given shape. This chiseling and hammering are called education. This gives shape to our lives. This shape is called philosophy. Philosophy is the destination, and education is the process of reaching it. People are differently educated and therefore have different destinations. Why do people have different destinations? This is because people have different purposes in life. Hence purpose is the common platform where both education and philosophy meet. This writing is a humble endeavor to show how different purposes are met through education to reach our destination, which is the ultimate philosophy of life. Some of these purposes are ethical purpose, economic purpose, social purpose, and spiritual purpose, and they purpose to deal with the uncertain future.



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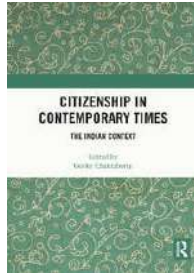
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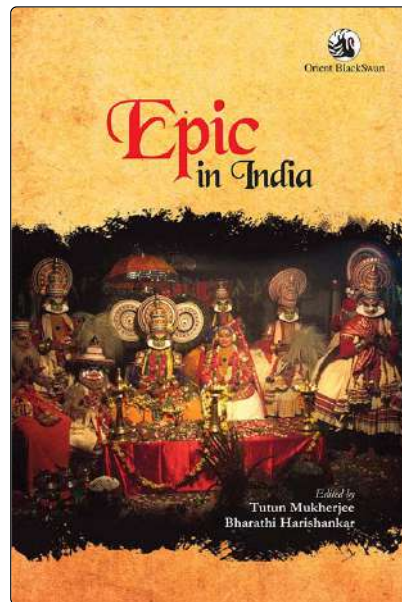

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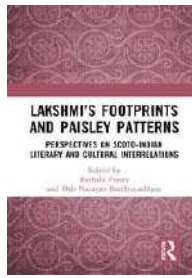
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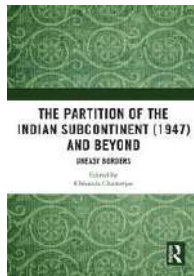


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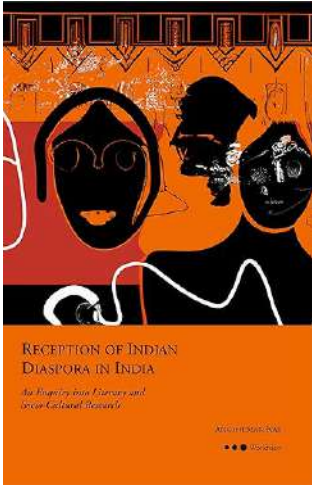
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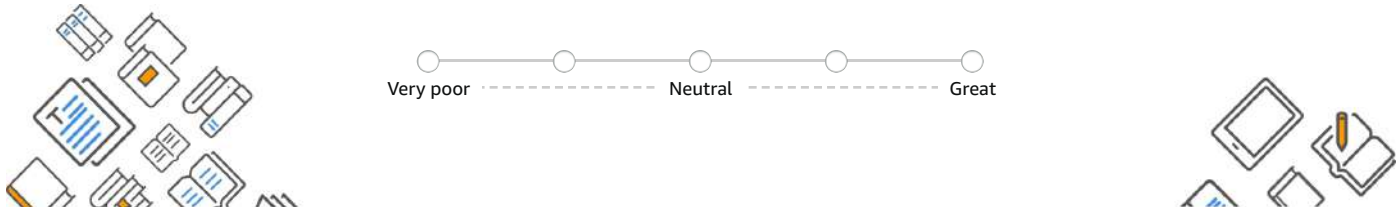
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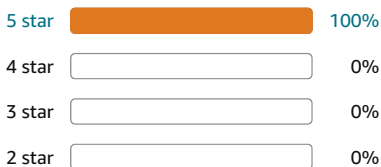
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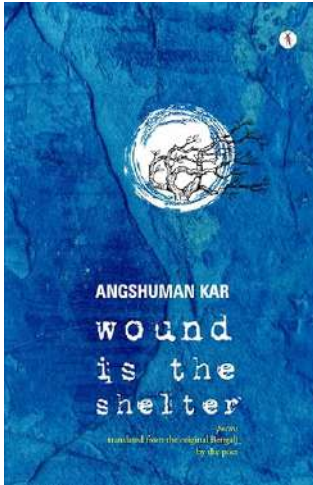
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