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Instruction or responsabilisation?

Comparison of two teaching methods in swimming

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Keywords : Flipped classroom, traditional pedagogy

Introduction

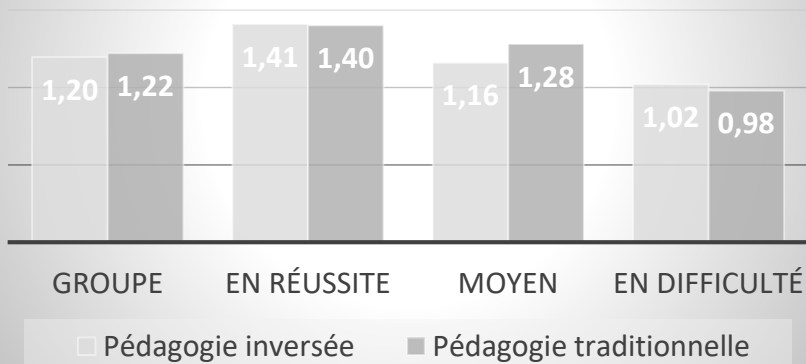
Traditionnal vs flipped classroom (Lage et al., 2000)
On performance & opinions
In swimming

Méthode

24 lessons, 32 students, 2 groups
A: *Lessons guided by the teacher*
B: *lessons + online courses+ coaching*
Measure: Performance & progress in 100m freestyle
Interviews

Résultats

Swimming speed (100m freestyle)



Flipped classroom

« I prefer being on my own when I swim. My performance improve because I swim ». **VS**

« It is hard, we just don't get it. Personally, I can't say whether my training session are correctly designed or not

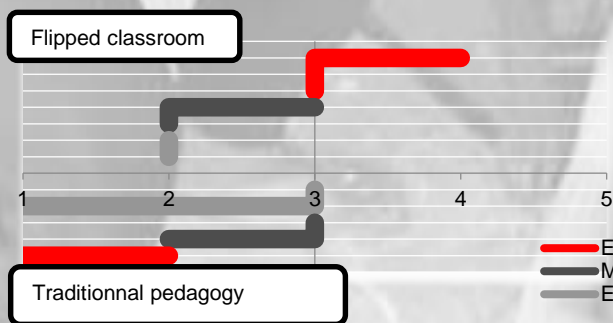
Traditionnal pedagogy

« I like when training is directed, so we know precisely what we have to work at »

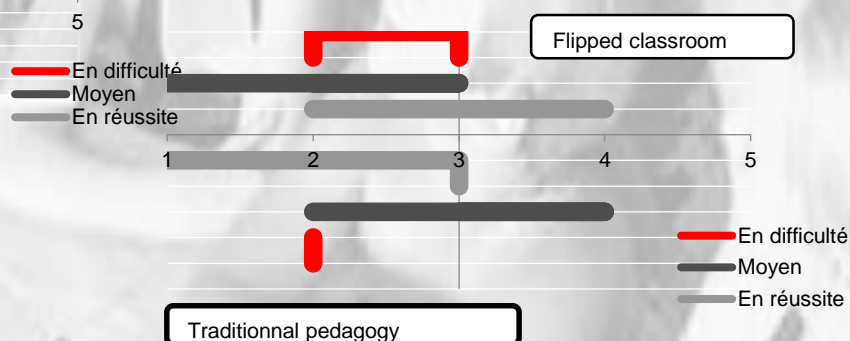
VS

«I don't finish the exercise because I cannot finish it...also because I don't feel motivated to push myself too far »

Impression of progress related to swim technique



Sentiment relatif à l'acquisition de la compétence « savoir s'entraîner »



Discussion:

Performances and progress are comparable between groups

Flipped classroom is not a « magical recipe »

Conclusion:

Flipped classroom pedagogy: profitable for students seeking more autonomy, but deconcerting for others, independantly of performance level

Bibliographie

M.J. Lage, G.J.Platt & M. Treglia. Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1): 30-43. 2000