

## **FLIPPING THE MARKETING CLASSROOM**

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### **Abstract**

Technologically mediated learning tools have allowed for new and creative ways to reimagine the classroom setting while at the same time fostering new extensions of it. While much attention has been paid to the notion of online classes, very little consideration has been given to the idea of hybrid classes that simultaneously use both online and traditional classroom approaches to learning. Blending both online learning tools with face-to-face class meetings represents enormous opportunities to incorporate the best of both worlds pedagogically (Bergmann and Sams, 2012; Fulton, 2012). Nowhere is this more apparent than in the recent trend to “flip” the classroom.

While there is little agreement on the precise methodology or steps required to flip a classroom, the general idea revolves around the notion of online lecture or reading that precedes class time so that class meetings themselves can be spent problem solving or applying the newly learned concepts (“Flipped Classroom Offers New Learning Path”, 2011). In other words, the concepts or ideas normally gained as part of a lecture are acquired by the student away from the class, while class time is devoted to applying and using those concepts in ways that homework might have been used in the past (Berret, 2012). The result is a flipped or inverted classroom where students learn basic concepts independently and then solve problems and deepen their knowledge by working together while guided by an instructor (“Flipped Classrooms Making a Splash”, 2012).

The flipped classroom represents enormous potential as well as challenges for marketing education (“Flipped Classrooms’ may become the Norm”, 2012). The special session will explore the emerging trend to flip classrooms in general, including the pros and cons of such an alternative approach to education. It will also consider the types of marketing classes that might benefit from flipped classroom environments including introductory marketing principles classes as well as more advanced ones in sales, social media marketing, consumer behavior and market research. Consideration will also be given to the degree and frequency of classroom flipping and whether it is appropriate as an everyday tool for fostering student engagement or best used sparingly. The session will provide practical advice and tips on engaging students in a

flipped classroom environment where much of the teaching is done through problem solving and application instead of lecture (Bergmann and Sams, 2012; Fulton, 2012).

References Available Upon Request