

Special Issue

New Approaches to the Flipped Learning Model and a Pedagogical Update of the Flipped Classroom

Message from the Guest Editors

Today's society, particularly within the educational landscape, has been strongly influenced by the consequences of the COVID-19 pandemic. This impact has generated a large number of pedagogical alternatives to enable adapting the existing methodologies to the new socio-educational context. Flipped learning is a pedagogical model that admits a high degree of flexibility, especially when it takes advantage of the virtues of techno-pedagogy. This Special Issue aims to bring together the main innovations and updates produced within the flipped learning model in its process of adaptation to the context of pandemic and post-pandemic. Likewise, it is intended to collect the main research trends on the flipped learning model and on the implementation of the flipped classroom, based on the fact that we are faced with a fully extended pedagogical model increasingly used in the pedagogical world. The contributions made to this issue will make it possible to expand the existing scientific literature on the flipped learning model.

Guest Editors

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Deadline for manuscript submissions

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Editor-in-Chief

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