**IMPACTO DEL FLIPPED CLASSROOM EN LA FORMACIÓN SUPERIOR. ESTUDIO DE CASO**

María José Sosa y Dolores Narciso

Universidad de Extremadura.

\* Autor de correspondencia: María José Sosa, mjosesosa@unex.es, 639886309

**IMPACTO DEL FLIPPED CLASSROOM EN LA FORMACIÓN SUPERIOR. ESTUDIO DE CASO**

**Resumen:**

New teaching models are emerging nowadays, such as Flipped Classroom, which can be key to reversing traditional educational practices. However, it is necessary to analyze in detail how these educational experiences are being developed in the classroom, and how it is affecting the students' learning. The present research is based on the Case Study, in which the objective is to analyze a Flipped Classroom practice in Higher Education and to determine the impact that the implementation of said pedagogical model has on the students in their formative process .

Results obtained generally show that students have a positive and satisfactory opinion of their experiences with this pedagogical method. Most of the students confirm that cooperative learning is stimulated and the acquisition of knowledge is favored in a practical way, stimulating in turn the development of a series of key competences in the educational process with capabilities such as organization, autonomy or responsibility, among others.

Key Words: **Palabras clave:** Flipped-Classroom (Aula invertida), Active learning, Teaching Methods, Higher Education.

**IMPACT OF FLIPPING CLASSROOM IN THE HIGH SCHOOL. CASE STUDY**

**Abstract:**

teoría fundamentada= grounded theory

**Keywords:** Flipped-Classroom, Active Learning, Educational Methods, High School.