

Flipped Classroom: an Approach to Developing and Assessing Informatics Competencies

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ABSTRACT

This paper describes the design and implementation of the flipped classroom approach, adapted to the education system in the Republic of Moldova, that was applied in “Spiru Haret” lyceum, Chisinau, the Republic of Moldova. The results of the experiment show the number of students who choose Informatics as a baccalaureate exam for the last six academic years, the Informatics exam is optional. Also, it is described four assessment methods appropriate to this approach.

In order to diversify and differentiate the activities, it was identified the learning styles of the students according to the Honey and Mumford learning style questionnaire.