

In teacher education, it is imperative that course design, method of instruction, and classroom procedures align with the content. One way to achieve this may be to “flip” the classroom. While flipped classrooms have received considerable attention in recent years, much remains unknown about their effect on basic psychological needs or learning outcomes of preservice teachers. The purpose of the present study was to address this gap by utilizing a quasi-experimental design to examine differences in motivation and objective learning outcomes after controlling for SES and GPA between traditional and flipped sections of a foundational educational course (N=263). Results revealed that preservice teachers in the traditional section had significantly higher scores on two of the motivation outcomes (e.g., intrinsic and identified regulation), but that preservice teachers in the flipped sections had significant higher scores on several indices of objective learning outcomes. Implications for teacher education are discussed.

教师教育中的翻转课堂：学习和动机影响

教师教育中，课程、教学方法和步骤必须和教学内容保持一致。其中最直接途径便是翻转课堂。尽管翻转课堂最近几年备受关注，但是关于翻转课堂对前教师心理需求或者学习效果的影响却知之甚少。本研究的目的便是解决这一差距。通过控制基础教育课程中传统教学和翻转教学之间的SES和GPA两个变量，我们研究了动机和客观学习效果之间的差异性(N=263)。研究结果显示，传统教学中的前教师在动机效果（例如，内在动机和认同规范动机）方面的分数有显著增加。但是，翻转教学的教师在前教师在客观学习效果几个方面的分数有显著增加。我们探讨了本研究对教师教育的影响。