

Flipping Finance: Teaching Across the Knowledge Spectrum

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ABSTRACT

As college tuition continues to increase, as universities seek means to be attractive to potential students, and as technology continues to advance, technology-enabled solutions began to appear in higher education as a potential means of addressing the shifting market. Many universities have begun developing and offering MOOCs, massive open online courses, to provide digital content to new audiences and, in the process, ostensibly build the university's brand. Online courses and entire programs are increasingly popular.

Studies show that MBA students like the flexibility technology affords them, yet the question remains: how do graduate programs use technology to provide the desired flexibility while enhancing the students' educational experience? Particularly in an MBA program, where the value of developing a network and enhancing peer interaction is important to students, technological solutions can be a challenge.

While fully online courses and programs are options, another alternative is to use the flipped classroom concept in graduate courses. Flipped classrooms preserve networking opportunities for students, arguably enhance team-based interaction, and lead to strong learning outcomes.

This paper explores the development of a flipped classroom course in Financial Application & Strategy, the required finance course for all MBA students as well as Masters of Finance students at Loyola University Maryland. Students' familiarity with financial concepts varied widely, thus further encouraging the use of the more student centered flipped classroom teaching approach.

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