flipping your classroom

a brief introduction
What is a “flipped class?”

- Goal: make class time for interactive, guided learning tasks
- Restriction: can’t make more class time
- Solution: move information transmission to outside-of-class time

Image by Jessica Shabatura, [https://tips.uark.edu/using-blooms-taxonomy/](https://tips.uark.edu/using-blooms-taxonomy/)
Is it good for learning?

• Active learning > passive learning: widely accepted

• Flipped classroom: mixed published results so far
  
  o Also mixed methods of flipping. Hard to compare / draw conclusions.
Common difficulties

• Lack of student buy-in
  o New & different = scary
  o Must study regularly before class instead of cramming before exams
  o Easier to passively listen to lecture than participate in active class time

• Redesigning course is a lot of work

• Lecture classrooms are not well-designed spaces for active learning
Opportunities

• More professor/student interaction can lead to stronger relationships

• Students can easily revisit information they missed / didn’t understand

• Avoids known issues of long lectures, like mind wander

• Opportunity for frequent low-stakes assessment
Things you can do that seem to improve flipping

- Communicate to students the benefits of flipping to their learning / retention
- Incentivize activities that benefit learning & retention with points
- Be very clear on the learning objectives for each pre-class assignment
- Don’t compromise - giving a catch-up lecture in class means students who studied wasted their time