

Flipping the Classroom

Definition

“Flipping the classroom means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates” (Brame, 2013).

Research

“Found increased student attendance, higher engagement, and more than twice the learning in the section taught using research-based instruction” (Deslauriers, Schelew, & Wieman, 2011).

“Student reports suggest that the approach provided an engaging learning experience, was effective in helping students learn the content, and increased self-efficacy in their ability to learn independently” (Enfield, 2013).

“A technology enhanced flipped classroom was both effective and scalable; it better facilitated learning than the simulation-based training and students found this approach to be more motivating in that it allowed for greater differentiation of instruction” (Davies, Dean, & Ball, 2013).

Examples

An engineering course with lectures and a weekly two-hour lab session. Students viewed videos outside of class on YouTube. Students then completed short quizzes and participated in YouTube discussion boards. During class, the student’s solved problems related to the video(s) viewed outside of class.	A sociology course assigned students to group research projects as an out-of-class assignment and devoted some class time to making progress on those projects during a segment of the course. The instructor assigned the students to view a short video about formulating a valid and measurable research question, each group posted their key findings and groups created an 8–10 minute presentation that they shared with the entire class.	In a three-week segment of a humanities course, students were assigned to a group and each group was given an assignment to prepare an in-class activity and discussion. The collaborative work and planning happened outside of class, and the discussion and activity happened in class. Examples from Kim, Kim, Khera, & Getman, 2014.
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Implementation Ideas

1. Identify a topic in a lesson coming up in the next few weeks where students typically get confused or bored.
2. Determine an activity for students to do in class to practice that knowledge, reinforce, or apply it. Design an outcome that encourages students to come prepared to class.
3. Determine what information they need to complete the in-class activity and find a way for students to learn it outside of class. Can you find a video that is well-done, make a screencast of your PPTs, or assign a study guide to complement course readings?
4. Determine a way to assess that students complete the pre-work through a quiz, short assignment, or handout.
5. Combine the out-of-class learning, assessment of out-of-class work, and in-class activity to flip your class!

References

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