

Flipping 101: The Pedagogy of Flipping the Classroom

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With thanks to Kim Peacock



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Objectives

By the end of this session, you will be able to:

- Define blended learning
- Describe the characteristics of a flipped classroom
- Identify the benefits and constraints of flipped classes
- Identify some best practices associated with flipping a course
- Begin to imagine and/or create some “flipped” experiences for one of your workshops/sessions



Focusing Activity

A “focusing activity” is a short activity that students/participants can do at the beginning of a class or workshop that is connected to one or more of your learning outcomes and that sets students up for the rest of the class.

(Honeycutt, n.d.: <http://barbihoneycutt.com/3-ways-engage-students-first-5-minutes-class/>)

In your small group, take 5 minutes to discuss and brainstorm some responses to the following:

- **Has anyone in your group tried flipping (even a part of) their workshops/sessions? What have been your experiences so far?**

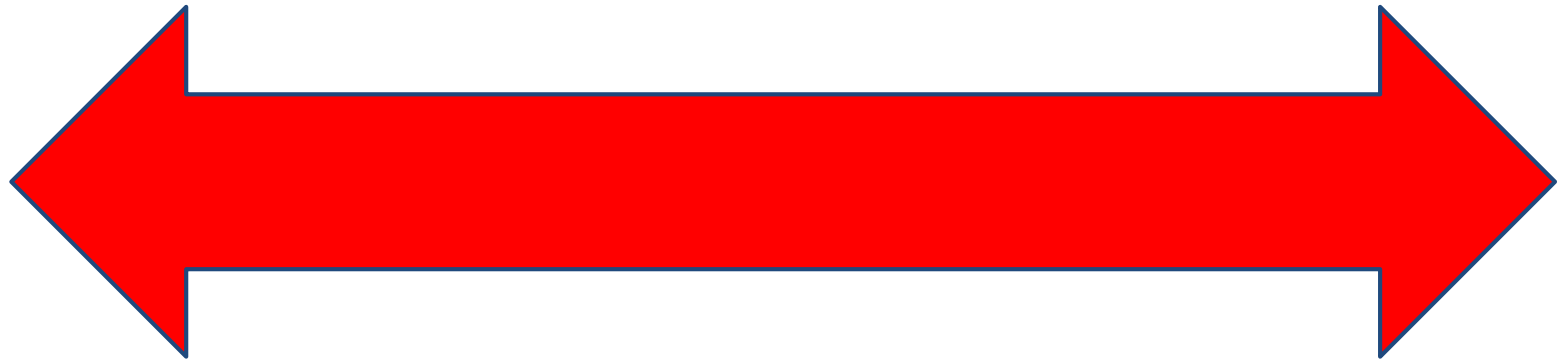


What is blended learning?

- “[It is] the **organic integration** of **thoughtfully selected** and complementary face-to-face and online approaches and technologies” (p. 148). (Garrison & Vaughan, 2008)
- “the **thoughtful integration** of classroom, face-to-face learning experiences with online learning experiences”(Garrison & Kanuka, 2004, p.96)
- can be **any % mixture** of F2F and online learning depending on context (Halverson et al., 2012)
- is not simply taking F2F material and moving it online but rather involves a **complete rethinking and redesign** of instruction (Vaughn, 2007)



The Blended Learning Spectrum



Fully Face-
to-face
Courses

(Web-
enhanced
Courses)

Blended
Courses

Fully
Online
Courses



What is Flipping?

- Flipped classes are one specific type of blended learning.
- Normally incorporate:
 - online activities that are done before class
 - some degree of face-to-face in-class time
 - a combination of activities after class
- This sometimes translates to reduced “seat time” (e.g., less time in face-to-face classes).



The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

THE INVERSION



WHAT A FLIPPED CLASSROOM MODEL DOES

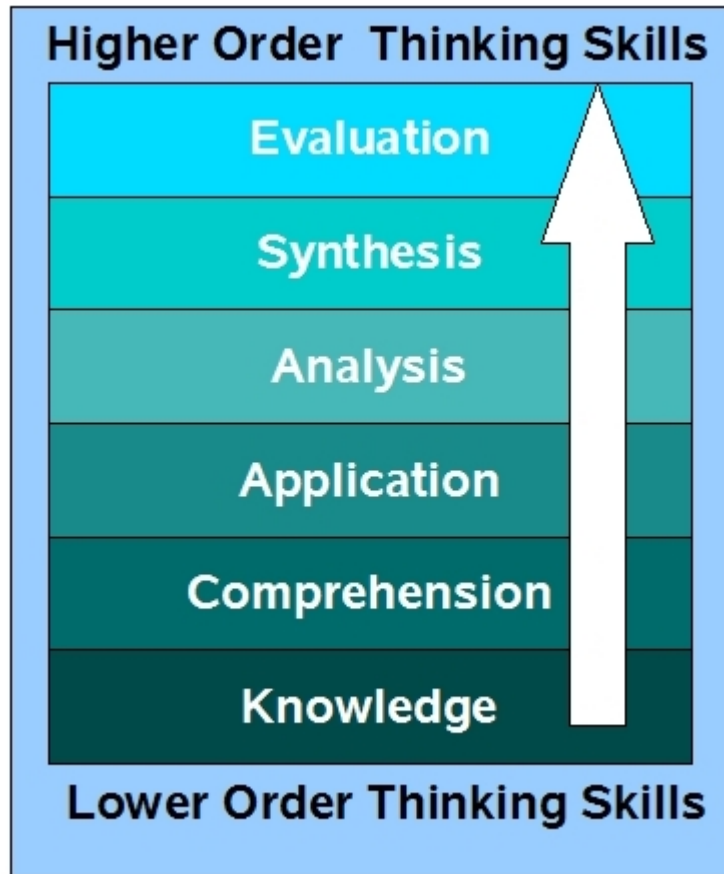


- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.
- Concept engagement takes place in the classroom with the help of the instructor.

Source: <http://www.knewton.com/flipped-classroom/>



Bloom's Taxonomy in the Traditional Classroom

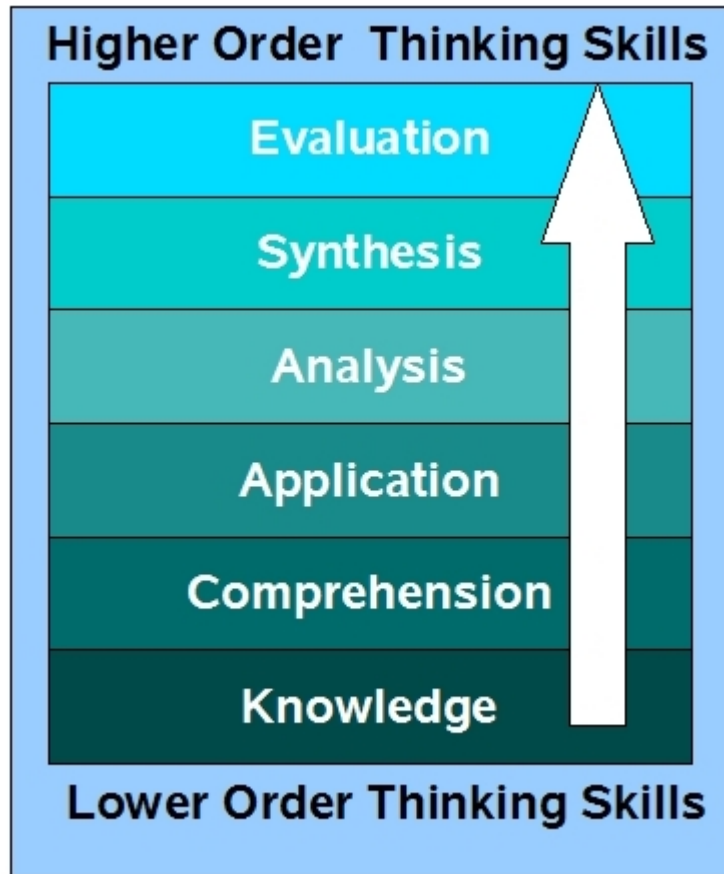


Generally done **out of class**
(labs, seminars, projects and assignments)

Generally done **in class**
(lectures - and sometimes before if readings are done)



Bloom's Taxonomy in the Flipped Classroom



Generally done **in class**, with additional projects and assignments after class

Generally done **out of class** by placing lecture content online



When you Flip: Generally Done Before Class...

Students normally do some combination of:

- Readings
- Watching lectures or videos online
- Exploring online content
- Reflection questions / discussion
- Some level of **accountability** (e.g., quizzes, tweets, etc...)

These activities generally focus on foundational content.



When you Flip: Generally Done In-Class (and After)...

Classroom time can be a combination of:

- Discussion and debates
- Group work
- Case studies, games and simulations
- Experiments and demonstrations
- Problem solving activities
- Quizzing / Student Response Systems
- Micro lectures

These activities generally focus on higher order thinking and incorporate active learning strategies



Analysis Question

In your small group, take 5 minutes to discuss and brainstorm some responses to the following:

- What is the problem that you hope “Flipping” might solve in your context? Put another way, what are some current challenges you regularly face that “Flipping” might help address?

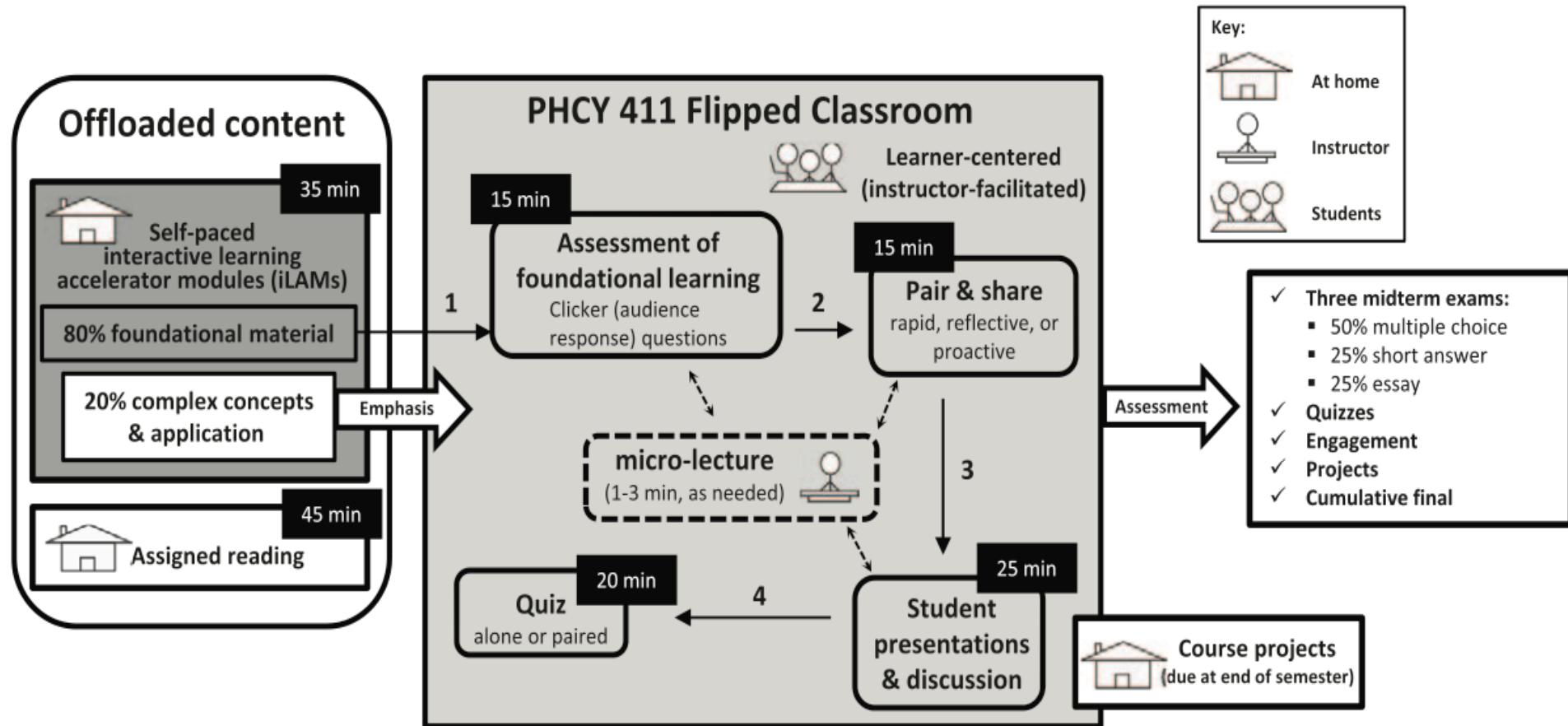
Use the chart to record your ideas.



Challenge (e.g., lack of time)	Who faces this challenge? (Student or Instructor, or both?)	Might “Flipping” help? (Yes or No)	How? Start to map out some possible solutions



Class Time Example 1 – 75 minute class



http://cfe.unc.edu/pdfs/2013Showcase_Flipped%20Classroom-1.pdf



Class Time Example 2 – 50 minute class

1. Start with a brief reflection or quiz (5 minutes)
2. Check for understanding and/or discuss questions from the home activities (10 minutes)
3. Microlecture and questions (5 minutes)
4. Instructor led activity (10 minutes)
5. Student led activity (15 minutes)
6. Closing and questions (5 minutes)



Class Time Example 3 – 50 minute class

1. Focusing Activity – application of small portion of flipped content (5 minutes)
2. Microlecture – set up activity that students will do (5 minutes)
3. Students solve questions [or respond to case study, or practice skill in pairs] (20 minutes + 10 minutes report back. Instructor circulates, monitors, guides)
4. Questions and Closure (10 minutes)



What are Micro-Lectures?

- Used to reinforce concepts that weren't grasped well at home – a Focusing Activity or quiz will tell you what concepts you need to reinforce.
- Used to answer student questions.
- Used to introduce new content as needed.
- Keep these to less than 5 minutes (if possible)!



Flipping Best Practices

- Start small: Flip a small portion of your content
- If you're creating videos, focus on content that doesn't change frequently (foundational knowledge)
- Keep videos short!
- Focus on content that can be used across multiple sections and/or courses
- Share the wealth – work with colleagues to produce content all can use
- Don't add videos to at home work without taking something else away



Best Practices

- Be clear with about how much time the pre-class (and after-class) work should take (for you too!)
- Build in accountability – an eClass quiz or reflection, or an in-class quiz, reflection, T-P-S, etc. This is essential otherwise students won't do it!
- Focus on **higher-order** (Bloom's) **active learning** during class time
- Don't assume students will understand why you're doing this; explain it to them!



Benefits of Flipping your Session/Workshop

- Accountability structures in flipped classes (e.g., pre quizzes, etc...) means students come to class prepared
- Students have often had more time to reflect on course content and can review it afterwards
- Students come to class with existing prior knowledge – you can safely assume* a common baseline
- Instructors can focus on higher order thinking (Bloom's) and development of complex skills



Some Key Questions to Get Started

- How can I extend the content from the lecture/readings /video, etc.... further?
- How can I have students apply that/those knowledge, skills and/or attitudes?
- How can I provide opportunities for “authentic”, real-life links and application?
- How can I provide opportunities for students to use higher order thinking (e.g., analyze, evaluate, create, etc....)?
- What did my students struggle with doing on their own (e.g., homework) that might be better as group work?
- What tools (tech, active learning pedagogy, etc.) do I need?
- Others?



Challenge (e.g., lack of time)	Who faces this challenge? (Student or Instructor, or both?)	Might “Flipping” help? (Yes or No)	How? Start to map out some possible solutions



Questions?

Thank you!
Merci!



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