

WHAT IS IT?

The flipped classroom is a blended learning model characterised by the expectation that students are exposed to content before class so they are prepared for active learning in class. Active learning strategies have been shown to improve student engagement and present a variety of opportunities for formative assessment and feedback. In a flipped classroom, there is a clear link between in-class and out-of-class activities and purposeful use of technologies to support teaching and learning strategies (White Paper, [UQ Student Strategy](#) , 2016).

Related learning approaches, where there is an expectation for students to prepare before a face-to-face session, include:

- Inverted classroom (Lage, Plat, & Treglia, 2000)
- Peer instruction (Mazur, 1997)
- Case-based learning
- Problem-based learning
- Project-based learning
- Enquiry-based/guided learning.

There are various definitions of the flipped classroom, but the common element and key driver is active learning, where students "do things and think about what they are doing" (Bonwell and Eison, 1991). To facilitate this, the flipped classroom requires pre-class work where most information transfer occurs, preparing students for in-class active learning (see Diagram 1 below).

WHY USE IT?

Sams and Bergman (2012), who popularised the term "flipped classroom", explain what prompted them to employ this model:

...it started with a simple observation: Students need their teachers present to answer questions or to provide help if they get stuck on an assignment; they don't need their teachers present to listen to a lecture or review content ([ISTE](#) )

This [video](#)  [8:21] introduction explains the reasons Stanford Medicine chose to flip their courses including:

- opportunities to rethink and redesign curriculum after 100 years
- improvement of engagement
- catering for different learning pace of learners
- greater feedback opportunities
- peer learning
- employing technologies for information and interactivity
- the belief that learning should be challenging and fun.

Conventional Classroom



Flipped Classroom



Diagram 1: Sequence of the Flipped Classroom [Adapted from Derek Bruff, Vanderbilt University]

HOW TO DO IT?

There is no set formula for the flipped classroom model. It is very much dependent on the teaching and learning context such as discipline, cohort, class size, teaching style, and access to resources and support. Planning and design are, however, critical to the success of the flipped classroom or any blended learning model.

The flipped classroom requires more than dividing a course into face-to-face and online components. Careful planning is needed to ensure that your course will flow logically for your students and take into account factors such as:

- design models and principles
- project planning
- integration of technology
- support for students.

For further information and resources see '[How Do I get Started](#)' (UQ Flipped Classroom)

WHAT IF I WANT MORE?

The [UQ Flipped Classroom](#) website provides content on the "what, how and why" of flipped classrooms, active learning, case studies, tip sheets and templates.

- Educause (2012) Seven things you should know about the Flipped Classroom. Retrieved from: <https://net.educause.edu/ir/library/pdf/eli7081.pdf>
- [Reimagining Medical Education, Stanford Medicine](#) [video 8:21]
- [Peer Instruction for Active Learning - Eric Mazur](#) [video 13:56]

REFERENCES

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