

Flipped Learning

Flipping a class focuses on your learners by involving them in the process. Let's broaden the scope of what we mean by "flipped" and get back to the basics of why we use student-centered learning strategies in the first place. The fundamental purpose is to actively engage students in higher levels of critical thinking.

Instructions

Let's walk through how to flip a lesson in your course.

First, select a course. Review your syllabus or course alignment roadmap. You may also have a specific module or lesson in mind.

Next, you will work with a partner or in small groups to flip a lesson.

We will pause between sections to share with the large group and for guided discussion.

Overview of How to Flip Your Class

1. **Figure out where "flipping" makes the most sense for your course**
2. **Look for activities requiring students to apply what they are learning**
3. **Identify the content students will engage to prepare for lesson**
4. **Provide activities for students to apply the content they learned**

Figure out where “flipping” makes the most sense for your course

Brainstorm topics that may be appropriate for flipping to a student-focused activity in your course. These prompts may help you get started.

- Which topics would be better served if students were given opportunities to actively apply their knowledge and skills?
- What learning outcomes need to be refined or introduced to target higher order use of knowledge and skills?
- What is the most difficult or challenging part of this lesson?
- What is the most fundamental, most essential, and most critical part of this lesson?
- How might I encourage students to analyze, synthesize, and create alternative models and hypotheses?
- What misconceptions are common?
- What should students DO to achieve the learning outcomes for this lesson?

Look for activities requiring students to apply what they are learning

What activity or activities would appropriately challenge students to apply concepts and engage them in the types of thinking common in the field?

Develop a challenging activity based on the previous ideas generated.

Below are a few examples. The Flipped Learning Resources handout lists additional options.

- Audience response system
- Peer instruction
- Case studies
- Think-Pair-Share
- Minute paper
- Jigsaw technique
- Mind mapping
- Case-based learning
- Peer critique
- Role playing
- Social media
- VoiceThread

Identify the content students will engage to prepare for lesson

What existing resources would supply students with the information needed and how would you check their understanding?

What essential content do students need to acquire before practicing the application of knowledge and skills?

Consider available materials that you can borrow or buy, as well as new materials you will need to create.

Provide activities for students to apply the content they learned

Plan how you will guide the phases of learning and set up helpful guideposts for students as they progress through them. As you plan your lesson, look for moments where you can ask students questions rather than telling them the answers. Carefully word your questions to engage in higher level thinking experiences. Refer to Bloom's Taxonomy of Educational Objectives. Your task is to provide structure.

- What expectations and procedures need to be communicated to students regarding how they prepare for the lesson and/or engage during class?
- What additional tools or techniques would help you in your role as a "cognitive coach" where you develop and challenge students to engage in ways of thinking within your field?

You want your students to be active; you've got to be a little passive.

– Professor Timothy Bresnahan, Stanford University

Transforming a course takes both time and commitment, so start with a single lesson by focusing on what and how students are learning at that scale often works well. Flipping is an iterative process, so as you implement these practices, reflect on what works well and what needs to be modified.