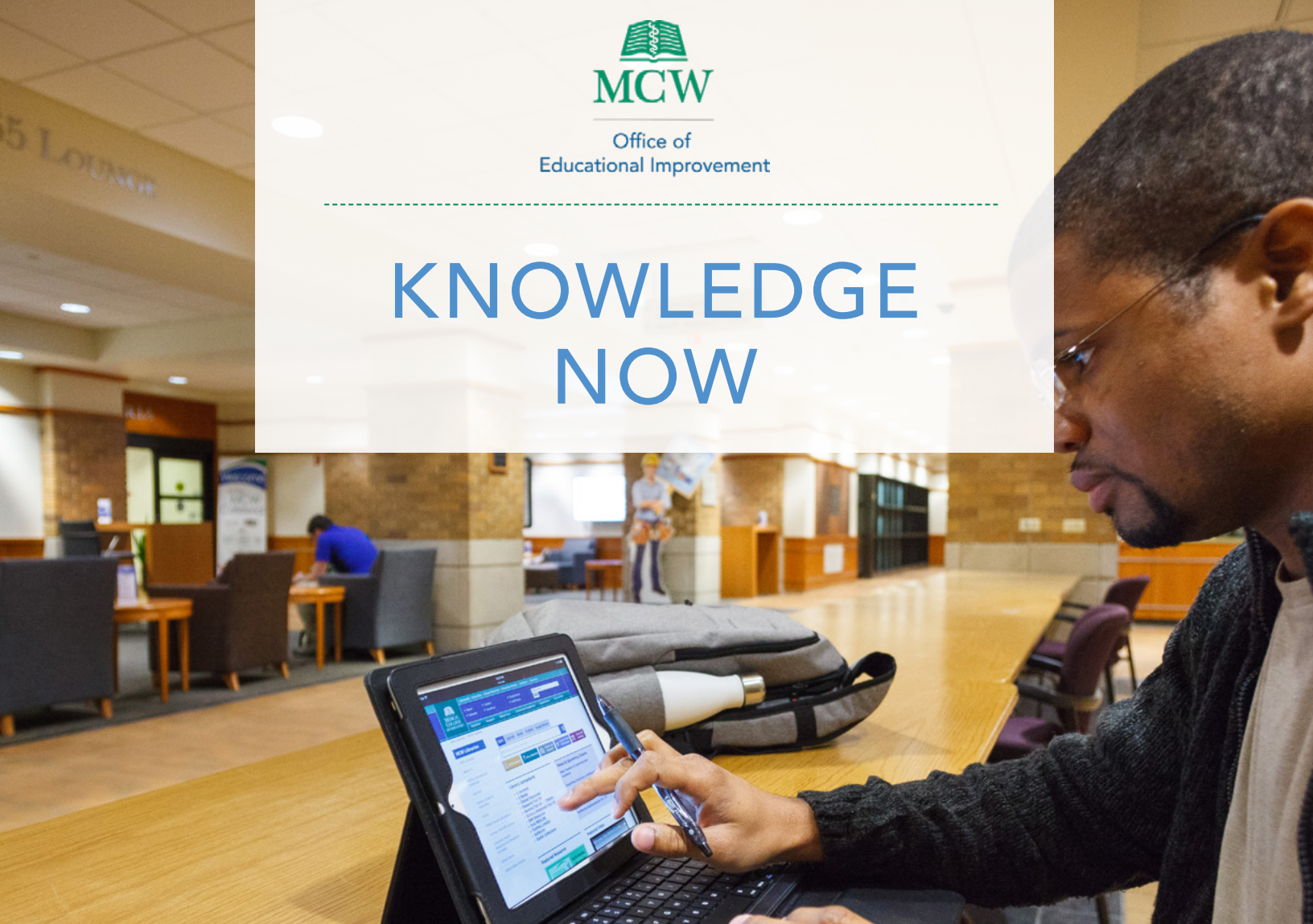# KNOWLEDGE NOW

FACULTY DEVELOPMENT SERIES
FLIPPING THE CLASSROOM

LEARNING OBJECTIVES

BY THE END OF THIS MODULE, YOU WILL BE ABLE TO:

- DEFINE WHAT CONSTITUTES A "FLIPPED CLASSROOM"

- EXPLAIN REASONS WHY AN INSTRUCTOR MAY DECIDE TO "FLIP" THEIR CLASSROOM

- DISCUSS HOW TO DESIGN A "FLIPPED" CLASSROOM SESSION

- UNDERSTAND TIPS AND TRICKS TO FLIPPING YOUR CLASSROOM

WHAT

A "flipped classroom" is one in which traditional lecture materials and content have been shifted outside of the classroom to reserve in-class time for content application activities (Australian Council for Private Education and Training, 2016).

In flipped classroom design, students complete pre-work (e.g., reading book chapters or articles, watching videos, listening to podcasts) and report to class prepared to discuss and work with the content.

Application activities often involve small group work, in which students interact with one another and the material to foster deeper learning.

WHY

There are several reasons why educators may want to consider flipping their classroom:

- To provide individualized learning, even in a large group setting (ACPET, 2016; Moffett, 2015).

- To detect errors in learner thinking better/ earlier (O'Flaherty and Phillips, 2015).

- To engage learners in deeper levels of thinking.

- To shift from a content-centered to a student-centered approach (Honeycutt & Garrett, 2014).

- To re-invigorate teaching by departing from the traditional lecture format and interacting with learners.

Pre-class content can be covered at each individual learner's own pace and reviewed as needed before they come to class and work to apply it in practical exercises. Flipping the classroom allows learners to then "practice, test, and reinforce their knowledge" in the presence of the instructor to acquire mastery of the content (Honeycutt, 2014).

In addition, flipped classroom design fosters skill development in critical thinking, problem solving, teamwork, and communication (ACPET, 2016).

Use Bloom's Taxonomy of the Cognitive Domain to help organize the planning process. Focus on low order thinking skills for independent pre-work and high order thinking skills for collaborative in-class activities.
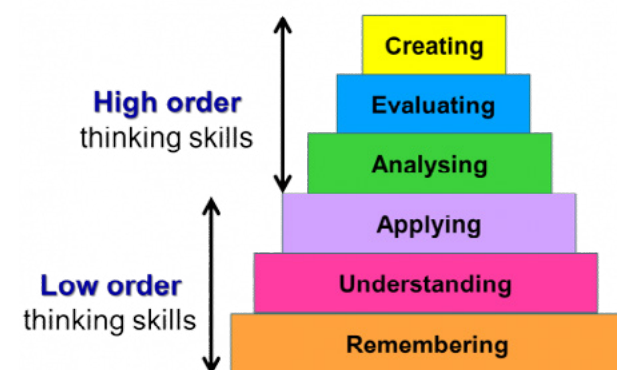
Bloom's Revised Taxonomy

HOW

Look for "flippable moments" in your course, such as times when you may encounter confusion or boredom from your learners (Honeycutt, 2014). Also, reflect on what you consider to be fundamental content for your course. What do you need to make sure the students not only understand, but can apply to practice in their chosen profession?

Once you determine what topic(s) you are going to flip, determine what content is appropriate for learners to cover independently before class and what should be covered during the interactive classroom session. Identify and/or create materials to assign as pre-work. Concentrate the content on what the learners must or should know to practice in their profession – leave what they could know about the topic for independent pursuit to avoid overloading the content (Caffarella, 2002).

Consider how you will hold students accountable for completing the pre-work. Will you provide a low-stakes quiz or other assessment? Will you call on students to answer open-ended questions? Will you have them complete an independent application activity? Enforce a consistent expectation for students to complete their pre-work and hold them accountable for doing so.

In-class materials and activities must be congruent with the pre-work assigned. Focus in-class time on activities that employ high order thinking, such as demonstration, investigation, evaluation, and integration. During class, role model thought processes and decision-making by talking through the application exercises with the learners.

Initially, students will need instruction on the flipped classroom process and their roles and responsibilities within this framework. For some, this may be their first experience with a flipped classroom and they will look to you for guidance on how to navigate this approach to active learning.

TIPS FOR SUCCESS

Be explicit: Explain to students why you are incorporating the flipped classroom approach into your course (Moffett, 2015).

Be organized: Decide what students need to do with the information to help determine what to assign as pre-work and what to cover during the classroom session.

Here is a Bloom's Wheel from Johns Hopkins to help you plan. It is based on Bloom's Taxonomy and provides action words and associated learning activities to help jumpstart the planning process.

Be mindful: Be careful to avoid overloading pre-work with extraneous content.

Be consistent: Get students used to being responsible and accountable for completing their pre-work.

Be interactive: Participate in classroom discussions and work through the material and questions with your learners, engaging them while serving as a role model for how to apply the concepts you are teaching (Restad, 2014).

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Additional Resources:

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Contact the Office of Educational Improvement for a consultation on how to incorporate flipped classroom design into your course. We have resources available to assist you with instructional design, faculty development and more.

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