

# "Flipping Your Class": Tips and Strategies

## The "Flipped Classroom"

### What is a "Flipped" Class?

- "Swapping classroom lecture time for hands-on practice" (Kachka, 2012)
- "normal class-time activity (lecture) is done from home, while homework-like activities (practicing problems) can be done during class time" (Holton, 2013)
- 1) students gain necessary knowledge before class, and 2) instructors guide students to actively and interactively clarify and apply that knowledge during class (UT Austin CTL, 2013)

### What it's NOT

- Online videos or replacing teaching with videos
- An online course
- Students working without structure or in isolation



One example of what this might look like: TeamLEAD at Duke:

<https://youtu.be/BIVPLYGdBLq>

# Why “Flip”?

## Benefits of “flipping”?

### What do I DO during class?

- Students DO the learning; you GUIDE the process
- Integrate assessments (feedback for you AND students)
- Activity Ideas:
  - Whole-period [case study](#) or [jigsaw](#)
  - Part-of-class [mini-case](#), worksheet, discussion, or [newspaper story](#)
  - “Bonus” class – [evening tutorial](#)
  - 5-minute “warm-ups” or “wrap-ups” (clicker questions)
  - Lecture is allowed!
- Assessment Ideas:
  - Students submit completed worksheets or case-study reports for grading
  - Clicker-questions
  - Ungraded quizzes or multiple-choice summaries
  - Assignment “wrappers” (student reflections)
  - Other?
- Making time for in-class active learning
  - Short videos or narrated PowerPoint slide shows (ex: <https://wfu.webex.com/wfu/ldr.php?RCID=bd2a2b61662369ebd5269fb6fb647001>)
  - Assigned readings (pre-class or post-class), with short content quizzes
  - “Bonus” classes – evening tutorials
  - Lecture is allowed!

## Getting Started

- Start small!
- Don't reinvent the wheel – use available resources  
(e.g. [National Center for Case Study Teaching in the Sciences](http://sciencecases.lib.buffalo.edu/cs/):  
<http://sciencecases.lib.buffalo.edu/cs/>; [POGIL website](https://pogil.org/): <https://pogil.org/>; etc.)
- Identify “flippable” moments (Honeycutt, 2013)
  - Areas of confusion
  - Fundamentals
  - Areas of boredom
  - Extra credit question

Think now about your own class and identify a potential “flippable” moment below:

## Tips

- Start small and pick something specific.
- Be clear with students about expectations (and enthusiastic!)
  - But don't tell them you are “flipping”
- Let students learn from each other
- Assessments should complement the flipped model
  - Consider pre-class assignments to assess understanding
  - Incorporate more frequent “low stakes” assessments