“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/BlVPLYGdBQ
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/; POGIL website: 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