

Flipping your Classroom *(without getting hurt)*

This article is a short introduction to the idea of flipping your classroom. Maybe you have already heard about flipping a classroom. Maybe you have even tried it. Many teachers find that flipping their classrooms requires them to teach in a completely different way, and that can be challenging. There are, however, good reasons to try it.

What is it?

Imagine a regular day in your classroom. What are you doing? Perhaps you are giving a lecture. Your students may be taking notes. You assign homework so that the students can practice using the knowledge and skills that they learned with you. Do you feel that lecturing is the best use of your time? Are the students learning as much as they can from the homework?

Now imagine that you did the opposite. Before class, your students watch your lecture on a computer, a phone, or a tablet. When they walk into the door of your classroom, they already know the material, and they are ready to practice what they have learned. You can spend the class period working with them on application activities, monitoring their comprehension, and re-teaching if necessary. Your students understand better, and so they are more successful.

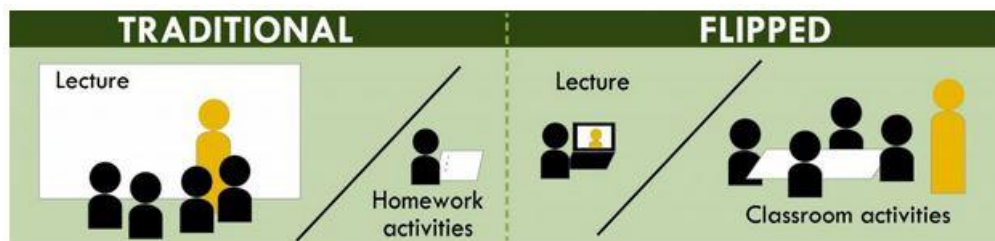


Figure 1: <http://www.washington.edu/teaching/teaching-resources/flipping-the-classroom/>

That is the idea of the flipped classroom. Students spend their class time actively engaged in the material, and use their time at home to see, hear, or read the material at their convenience.

How do I begin?

Flipping your classroom can seem intimidating. The Center for Teaching and Learning at the University of Texas offers the following suggestions to get started.



- Decide where and how flipping your classroom makes the most sense.
- Use class time for engaging activities and for providing feedback to students.
- Make connections between out-of-class learning and in-class application.
- Adapt your materials to make them useful for out-of-class learning.
- Extend learning to out-of-class contexts.

For more: http://ctl.utexas.edu/teaching/flipping_a_class/how_to_flip

5 reasons why flipped classrooms work: increased student engagement; team-building; personal guidance for students; focused classroom discussion; and because the teacher can adapt the class to the needs of her students.

<http://www.universitybusiness.com/article/5-reasons-flipped-classrooms-work>

WHAT'S DIFFERENT ABOUT THE FLIPPED CLASS?

	OLD (Before the Flip) 	NEW (After the Flip) 
Before Class	Students assigned something to read. Instructor prepares lecture.	Students guided through learning module that asks and collects questions. Instructor prepares learning opportunities.
Beginning of Class	Students have limited information about what to expect. Instructor makes general assumption about what is helpful.	Students have specific questions in mind to guide their learning. Instructor can anticipate where students need the most help.
During Class	Students try to follow along. Instructor tries to get through all the material.	Students practice performing the skills they are expected to learn. Instructor guides the process with feedback and mini-lectures.
After Class	Students attempt the homework, usually with delayed feedback. Instructor grades past work.	Students continue applying their knowledge skills after clarification and feedback. Instructor posts any additional explanations and resources as necessary and grades higher quality work.
Office Hours	Students want confirmation about what to study. Instructor often repeats what was in lecture.	Students are equipped to seek help where they know they need it. Instructor continues guiding students toward deeper understanding.

We thank Dr. Sacha Kopp for his creative input on this table.

Figure 2: http://ctl.utexas.edu/teaching/flipping_a_class/what_is_flipped