

Shannon Jenkins

Associate Professor and Chair of Political Science

# Flipping the Class

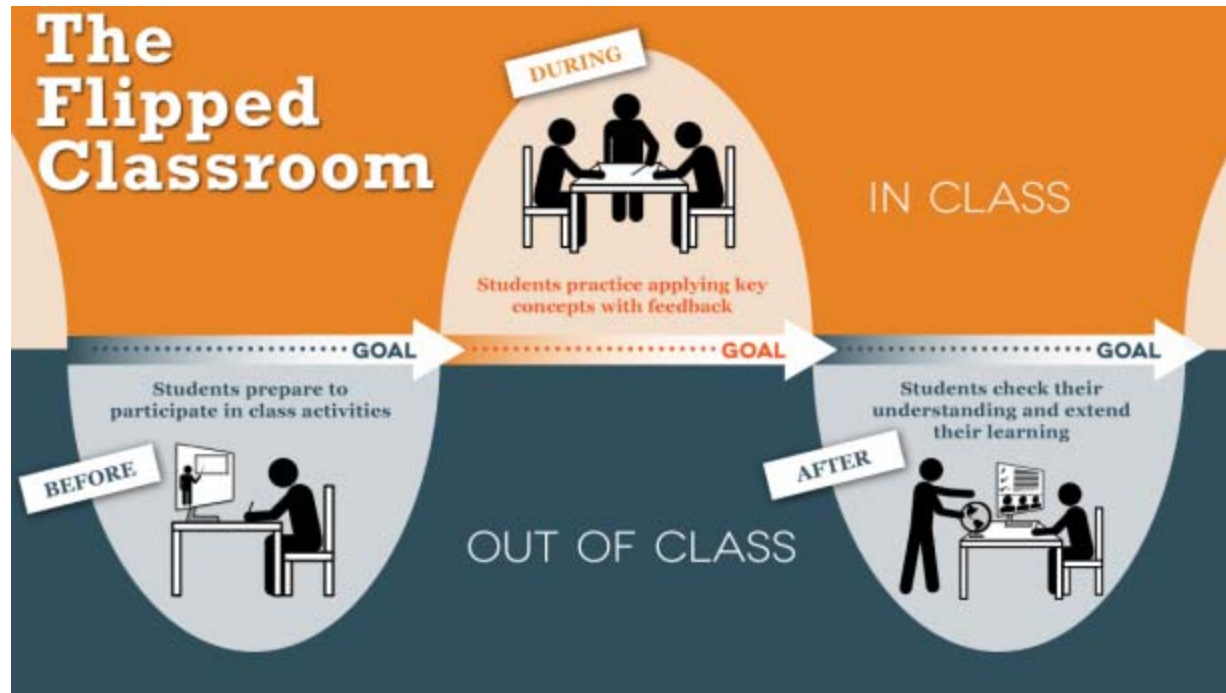
# Outline

- Definition – what is a flipped classroom?
- Why flip the classroom?
  - Benefits
  - Costs/Problems
- How to flip the classroom: examples

# Definition – What is a Flipped Classroom?

- Many definitions:
  - “a flipped classroom is one that inverts the typical cycle of content acquisition and application” (UT Austin).
  - “a form of blended learning in which students learn new content online by watching video lectures, usually at home, and what used to be homework is now done in class...” (Wikipedia)
  - “idea that class time can be used to engage students in learning through active learning techniques rather than delivering lectures alone” (Cornell University)

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(Indiana University)

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  - There is no one formula for flipping the class:
    - On one end, you can use a 5-10 minute active learning technique and lecture for 5-10 minutes less each class
    - On the other end, you can deliver content completely through online videos and activities and use class time entirely for activities
      - Cornell University

# Why Flip the Classroom?

- Students learn more deeply
- Students are more active participants in learning
- Interaction increases and students learn from one another
- Students report that they prefer courses that have online components
- Instructors and students get more feedback

# Costs of/ Problems with Flipping the Classroom

- An effective flip requires careful preparation
  - Creating out of class content and assessments
  - Integrating out of class and in-class elements
- Flipping may require the acquisition of new skills and learning of new technologies which may have steep learning curve
- Students may not like the flip:
  - Technology issues (may not work)
  - Value issues (what am I paying for)
  - Motivation issues (busy work in class)

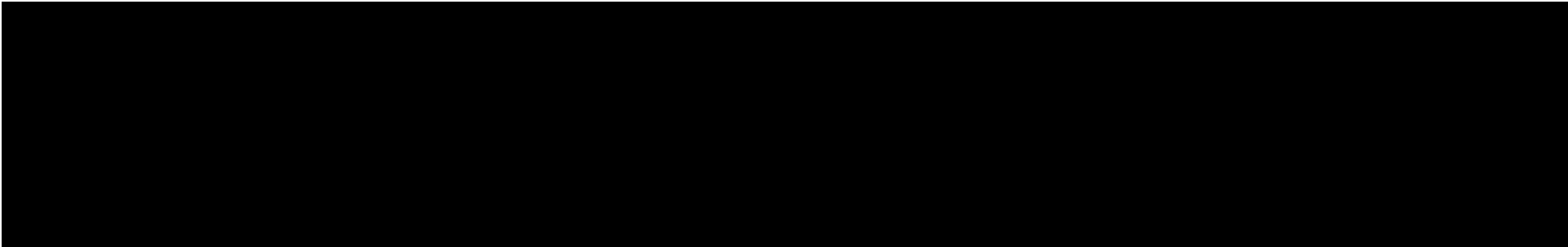


# How to Flip the Classroom

1. Identify where the flipped classroom model makes the most sense for your course.
2. Spend class time engaging students in application activities with feedback
3. Clarify connections between inside and outside of class learning
4. Adapt your materials for students to acquire course content in preparation for class (accountability is key)
  - University of Texas at Austin Center for Teaching and Learning

# Examples of Flipped Classrooms

- Large Introductory Class – PSC 101
  - Readings outside of class, with online quiz due before class starts
  - One class still in lecture format
  - One class based on student submitted questions from the quiz:
    - They answer the question in groups
    - Activity/Video/Discussion about the question
    - Clicker question to check understanding
    - I follow up with clarification





# Examples of Flipped Classrooms

- Smaller Upper Level Course – PSC 315
  - Student summaries of readings due for each chapter in text
  - In-class short responses for supplemental readings
  - Most of the in-class time is in groups, engaging in activities, watching short videos

# Examples of Flipped Classrooms

- What are you doing in your classes? Other examples?

# Questions About Flipping the Classroom