



# FLIPPED CLASSROOM APPROACH

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# WHAT DOES IT MEAN TO 'FLIP' A CLASS?

“Flipping” the class reverses the traditional class setup: students acquire basic content outside of class, and then work together in class on application-oriented activities.

<https://facultyinnovate.utexas.edu/sites/default/files/utflipquickstartguide112114.pdf>

““flipped teaching” is not an approach in which lectures are recorded and viewed outside of classtime, followed by a rehash of the lecture during class-time in a classic, teacher-centric learning format”

<https://poseidon01.ssrn.com/delivery.php?ID=12300301706802911606800609600008500203500500074066087090121005004123091030026017119100028043014103061021011001025065004071095000053057080086027030064107105070026005043030115024083080095120071074107115125075093003111123065126071122097097115000001099&EXT=pdf>



“The most valuable time lecturers have with students is face to face, so giving them just content is not enough. Students don’t come to University for knowledge as they can get this knowledge everywhere (Internet, MOOCs, etc) but they need the guidance how to get this knowledge, how to filter this knowledge so we facilitate and teach them how to take this knowledge and help them to understand it.”

Simon Thompson (U of Sussex), qtd at:

<http://blogs.gre.ac.uk/greenwichconnect/2015/03/26/a-path-to-the-flipped-institution/>

“the classroom component [of the flip] is critical, and ... **student-centered learning theories** ... provide the philosophical basis for the design of these activities. Unfortunately, some may overlook this fact and instead conceptualize the flipped classroom based only on the presence (or absence) of computer technology such as video lectures. This would be a mistake, since the pedagogical theory used to design the in-class experience may ultimately be the determining factor in the success (or failure) of the flipped classroom”

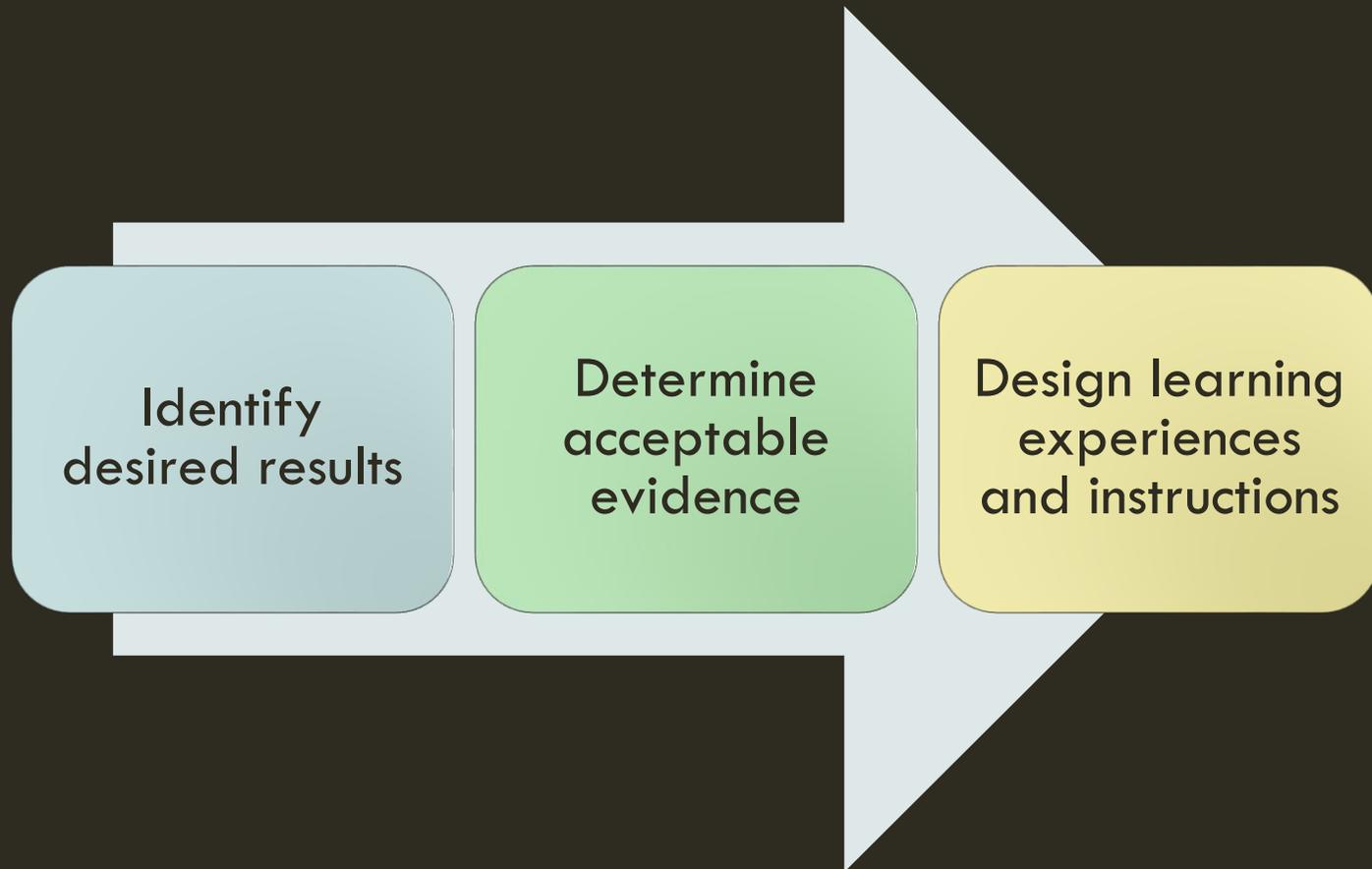
Bishop and Verleger (2013) <http://www.studiesuccessho.nl/wp-content/uploads/2014/04/flipped-classroom-artikel.pdf> (emphasis - AS)

# PROBLEM-BASED LEARNING

1. Learning is student-centred
2. Learning occurs in small student groups
3. Teachers are facilitators or guides
4. Problems form the organising focus or stimulus for learning
5. Activities are a vehicle for the development of problem-solving skills
6. New information is acquired through self-directed learning

<http://www.studiesuccesho.nl/wp-content/uploads/2014/04/flipped-classroom-artikel.pdf>

# BACKWARD DESIGN



- ‘Flipping’ the thinking about planning and designing sessions from “this is the material I need to cover” to **“this is what they need to be able to do by the end of the session”**
- Focus on session aims and learning objectives

→ **Constructive alignment**

# IN SMALL GROUPS DISCUSS...

1. What **pre-class activities** can be used to facilitate learning?
2. What **in-class activities** could follow to make sure learning has taken place?



# PRE-CLASS AND IN-CLASS ACTIVITIES

## Pre-class work

Short video segments

Narrated PPTs

Purposeful reading

Purposeful research

Self-assessed quizzes

Open-ended questions  
from students

Lightboard videos

## In-class work

Group discussions on homework problems

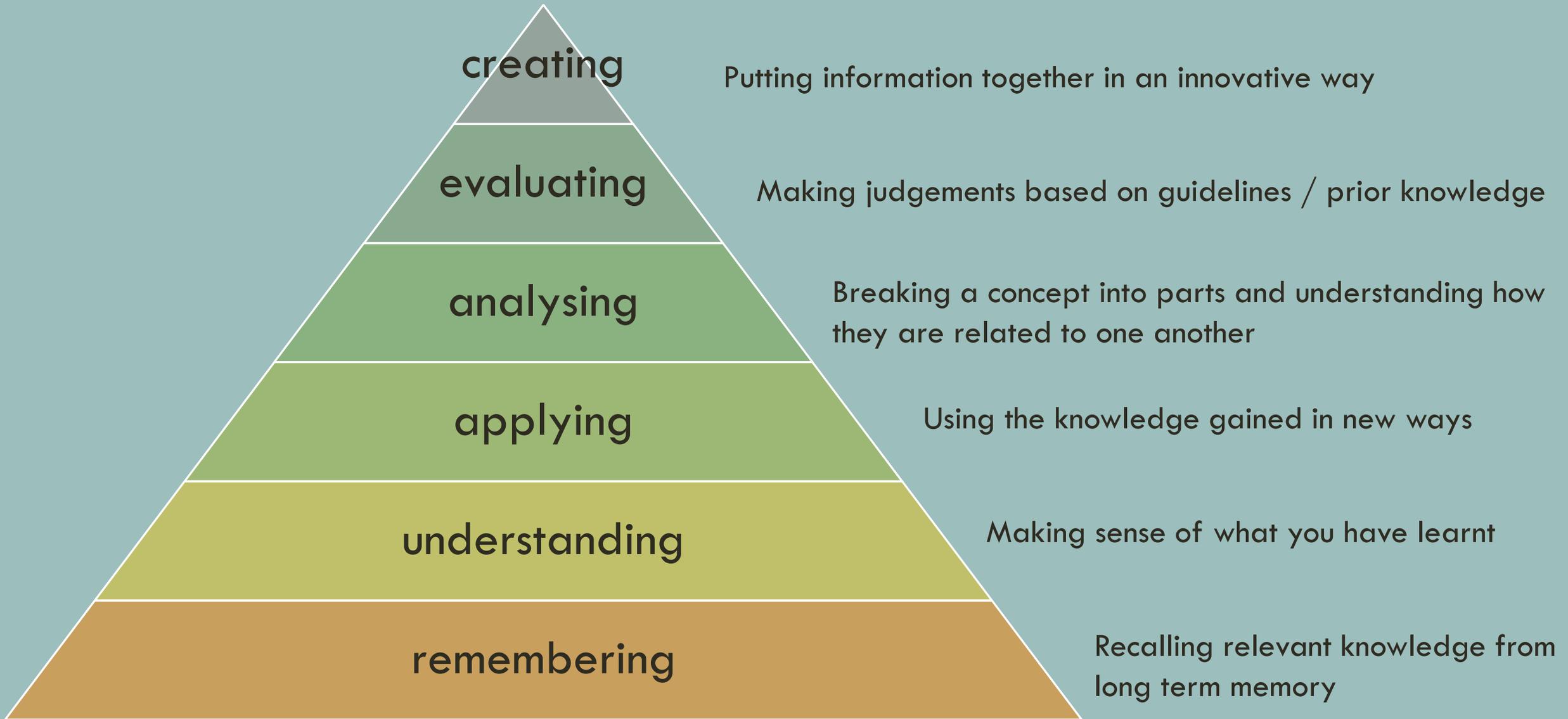
Classroom response systems

Quizzes (individual and group)

Peer instruction

Case studies

Team-based learning



# IN SMALL GROUPS DISCUSS...

What benefits of the flipped classroom approach can you see?

What potential obstacles do you envisage?  
How to address them?

Is flipped classroom for you? Why/why not?



# WHERE TO START?

What topics within your module have you noticed students are struggling to understand? Could they be clarified easier through higher order use of knowledge and skills?

Which topics would be better served if students were given the opportunity during class to actively apply their knowledge and skills?

What essential content do students need to acquire before class to be able to actively participate in the activities?

How and when are you going to check students' understanding of pre-class and in-class content?

How are you going to hold students accountable for doing pre-class work?

What expectations and procedures need to be communicated to students regarding how they prepare for class and engage during class?

How are pre-class and in-class activities linked to assessment?

# TEAM-BASED LEARNING

Uniquely powerful form of small group learning based on special sequence of individual work, group work and immediate feedback to create a motivational framework:

- students come to class prepared and spend class time engaged in activities that help them how to use course content to solve problems
- students work in long-term teams of 5-7, to build cohesion
- all teams work on the same problem

1. Assigned Preparation: students review assigned materials prior to class

2. Individual test: 10-20 min in-class test + 3. Team Test: retake the test in class (traditionally scratch cards are used) [ POSSIBILITY OF: 4. Written Team Appeal: teams can appeal any question they got wrong by providing a clear statement of argument and evidence from preparatory materials]

5. Instant Feedback: facilitated discussion

6. Application activities (team-based)

7. Student-to-student feedback (mid- and end-of-semester)

<https://sway.com/xBwcyxo8VGzi7WPJ/> ← WATCH THE VIDEO AT THE END ( → play from 11:15)

# CASE STUDIES

Using Technology to Teach the Capacity Doctrine in Professor Rip Verkerke's Contracts Course:  
[https://www.youtube.com/watch?v=5F-2X40y\\_tg](https://www.youtube.com/watch?v=5F-2X40y_tg) “Class time is primarily reserved for problem-solving exercises, small-group discussions, and making sure students understand the materials and lectures they covered [at home]” [play up to 1:40: comments on the approach?]

Harvard Physics Professor Eric Mazur demonstrates "Peer Instruction" and "Just-In-Time" teaching techniques.  
[https://www.youtube.com/watch?v=wont2v\\_LZ1E](https://www.youtube.com/watch?v=wont2v_LZ1E) [play 0:00-1:15, 2:30-3:00, 4:15-5:00 – comments?]

Case studies from Archaeology, Engineering, Literary Studies, Paediatrics, Veterinary Science:  
<http://www.uq.edu.au/teach/flipped-classroom/case-studies.html>

Coventry University, “Beyond flipped” (+ excellent video by Alan Richards): <http://flipped.coventry.ac.uk/>  
[ → play: 9:00-10:00, 13:55-16:00]

TBL case study: [https://www.youtube.com/watch?v=gW\\_M426V2E0](https://www.youtube.com/watch?v=gW_M426V2E0)

# RESOURCES

Flipped classrooms – case studies (U of Greenwich):

<http://blogs.gre.ac.uk/greenwichconnect/2015/02/02/flipped-classroom-lecturers-discuss/>

How flipped learning supports students in developing problem solving skills (U of Greenwich):

<http://blogs.gre.ac.uk/greenwichconnect/2015/04/29/flipped-learning-shift2015/>

M Seery, The flipped lecture: <https://www.youtube.com/watch?v=jwle4AAaiHM#t=514>

M Seery, Thoughts on lecture flipping (opportunities and concerns):

<http://michaelseery.com/home/index.php/2015/02/what-are-your-thoughts-on-lecture-flipping/#comments>

Flipping your class (U of Texas at Austin):

<https://facultyinnovate.utexas.edu/sites/default/files/utflipquickstartguide112114.pdf>

P Sankoff, 'Capsules' (examples of videos for flipped learning): <https://petersankoff.com/evidence-capsules/>

Flipped classroom, Kingston University: <https://www.youtube.com/watch?v=ZdeSkOUkluQ>

W Slomanson, Blended learning: a flipped classroom experiment" (Law):

<http://www.swlaw.edu/pdfs/jle/jle641slomanson.pdf>