

Let's **FLIP** it!

Flipped Strategies to Engage Students and Improve Learning



Module 1



Mini Case Study

Faculty member:

“Barbi, you’d be so proud of me. I already flipped my class last semester!”

“I recorded 3 lectures a week...every week...for 16 weeks!”



Mini Case Study

Me:

“Hmm. How’d that go?”



Mini Case Study

A graphic of a car engine with flames and smoke rising from it, positioned behind the word 'Burnout'.

Burnout



Module 1

“What exactly is the ‘flip’?”

“How do I decide what to flip?”





Learning outcomes

1. Examine definitions of the flip
2. Consider why it's important to define the flip for you and your students.
3. Start thinking about how to organize and plan a (*manageable, successful, don't-burn-yourself-out*) flipped learning experience.



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First things first...

What's the FLIP?

(& why does it matter?)





Common Misconceptions

“replace lectures with videos”

“eliminate the lecture”

“offload content”

“moving all lectures online”

“replace the teacher with videos”

“**Inverting the classroom** means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa.

The use of learning technologies, particularly multimedia, provide new opportunities for students to learn.”

Lage, Platt, and Treglia, 2000

Inverted classroom → Flipped classroom

“The **flipped classroom** is a pedagogical model in which the typical lecture and homework elements of a course are reversed.

Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.”

EDUCAUSE, 2012

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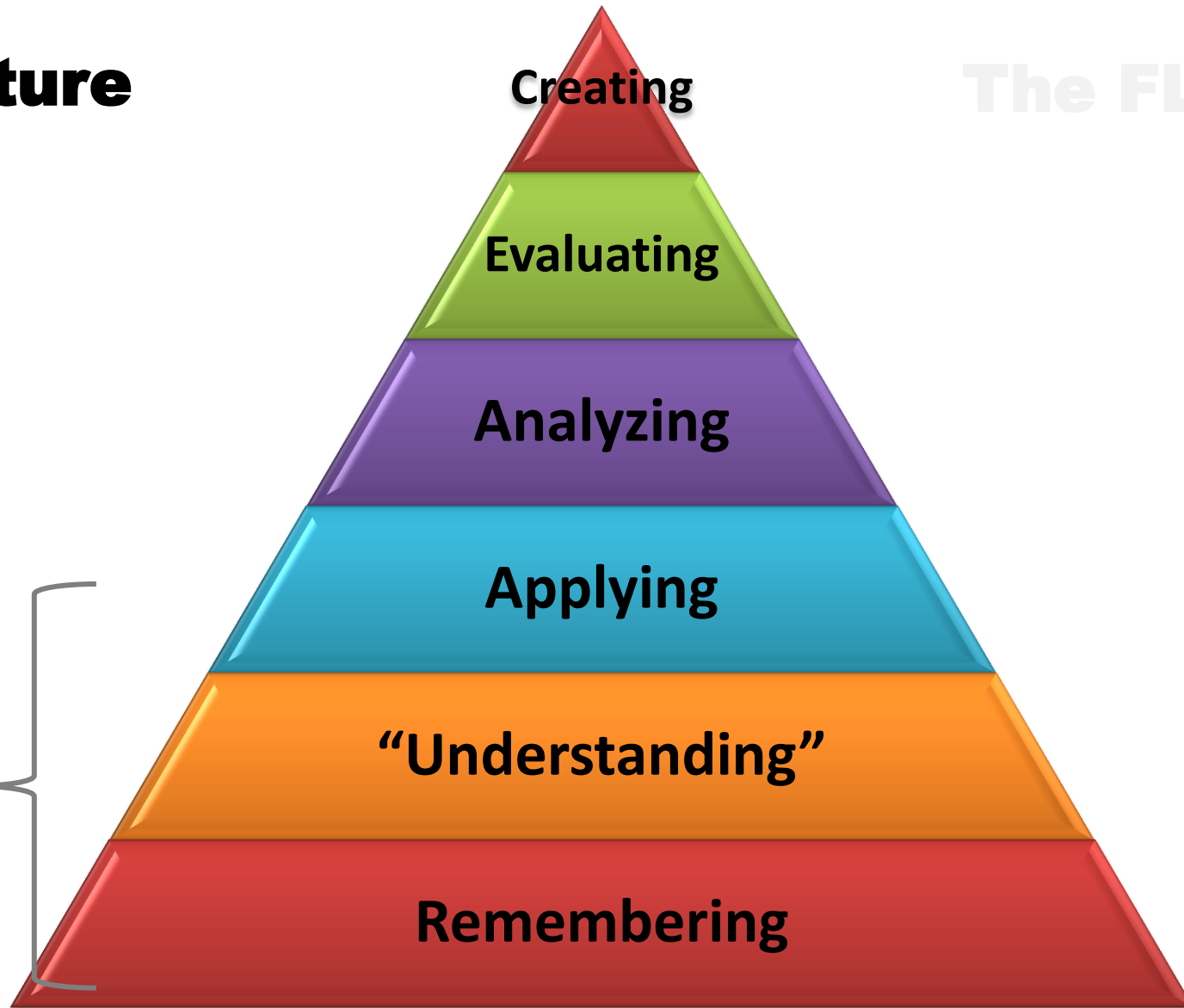
FLIP

FOCUS^{ON}_{YOUR}
LEARNERS^{BY}
INVOLVING^{THEM}_{IN THE}
PROCESS

THE FLIP IT PHILOSOPHY

Lecture

The FLIP



Bloom's (Revised) Taxonomy

Lecture

The FLIP

Out of
class

Creating

Evaluating

Analyzing

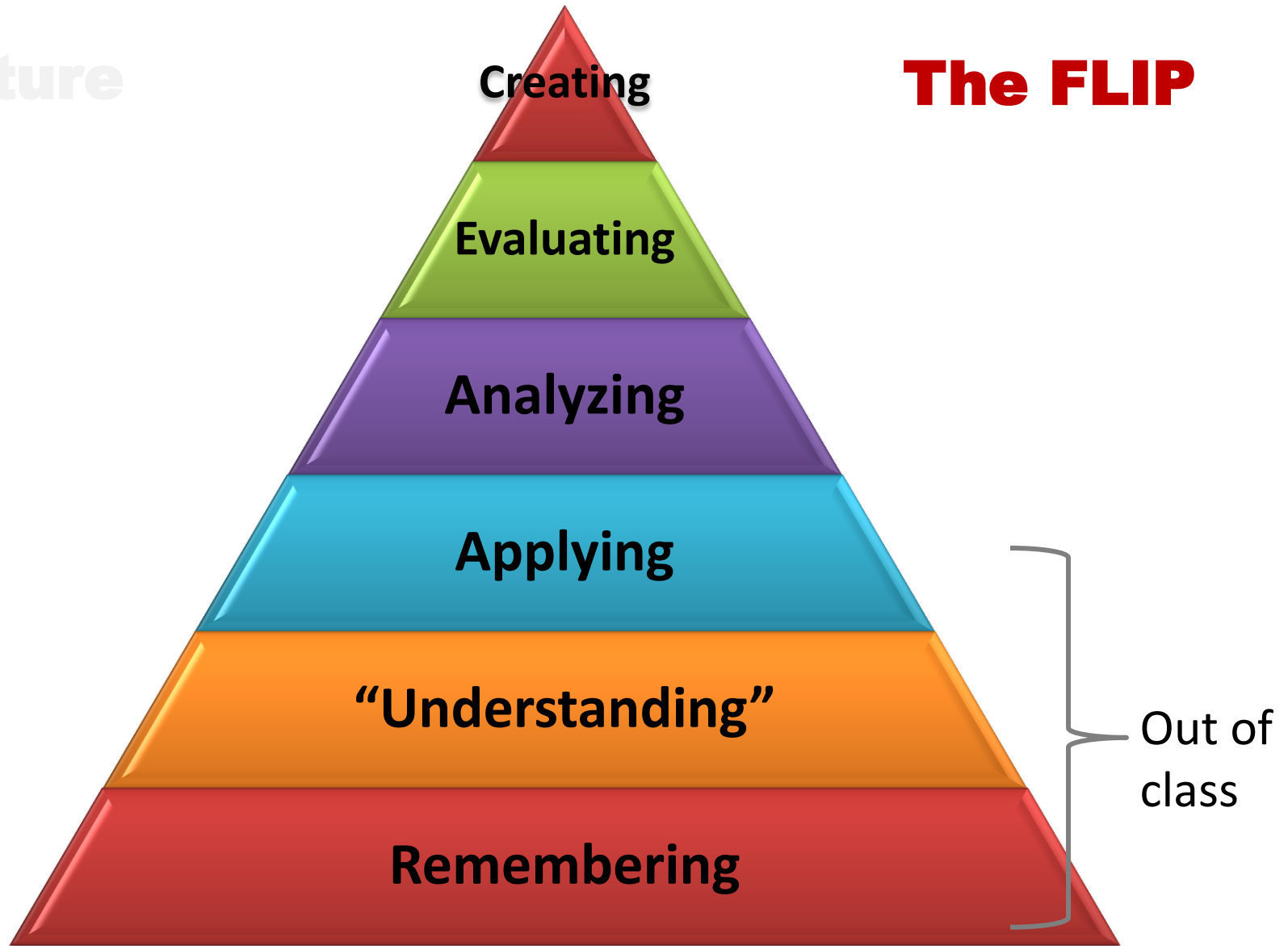
Applying

“Understanding”

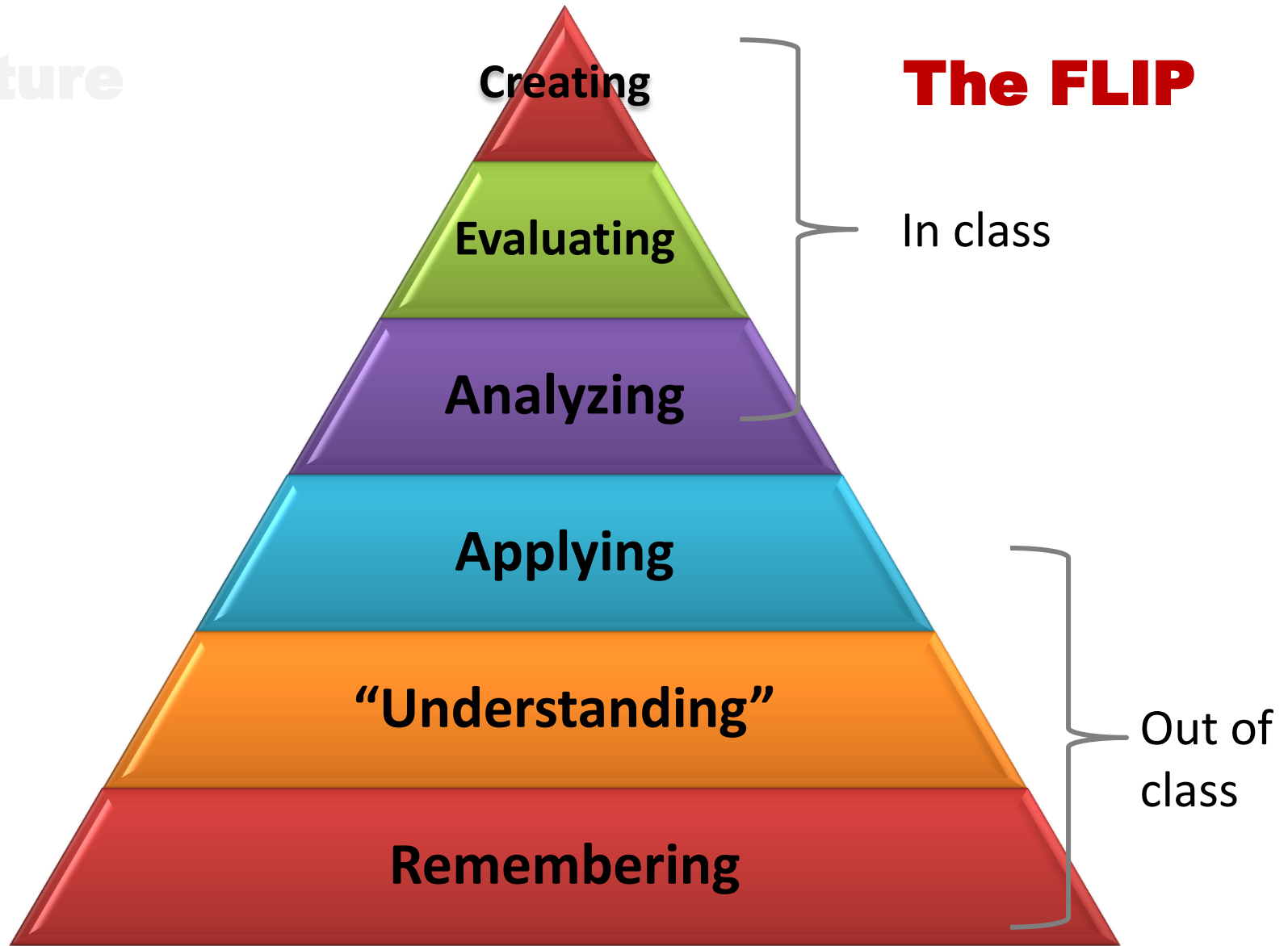
Remembering

In class

Bloom's (Revised) Taxonomy



Bloom's (Revised) Taxonomy



Bloom's (Revised) Taxonomy

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Flipped Learning Network, 2014

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Okay, I get it...
so **HOW** do I do it?



START by thinking
about one lesson.

Look for flippable moments



A photograph of three scientists in white lab coats. Two men and one woman are gathered around a microscope. The woman on the right is holding a spiral-bound notebook and looking at it with a confused expression. The two men are looking at the notebook and the microscope with similar expressions of confusion. They are all wearing purple gloves. The background is plain white.

Look for
confusion.

Look for the
fundamentals.



Look for boredom.





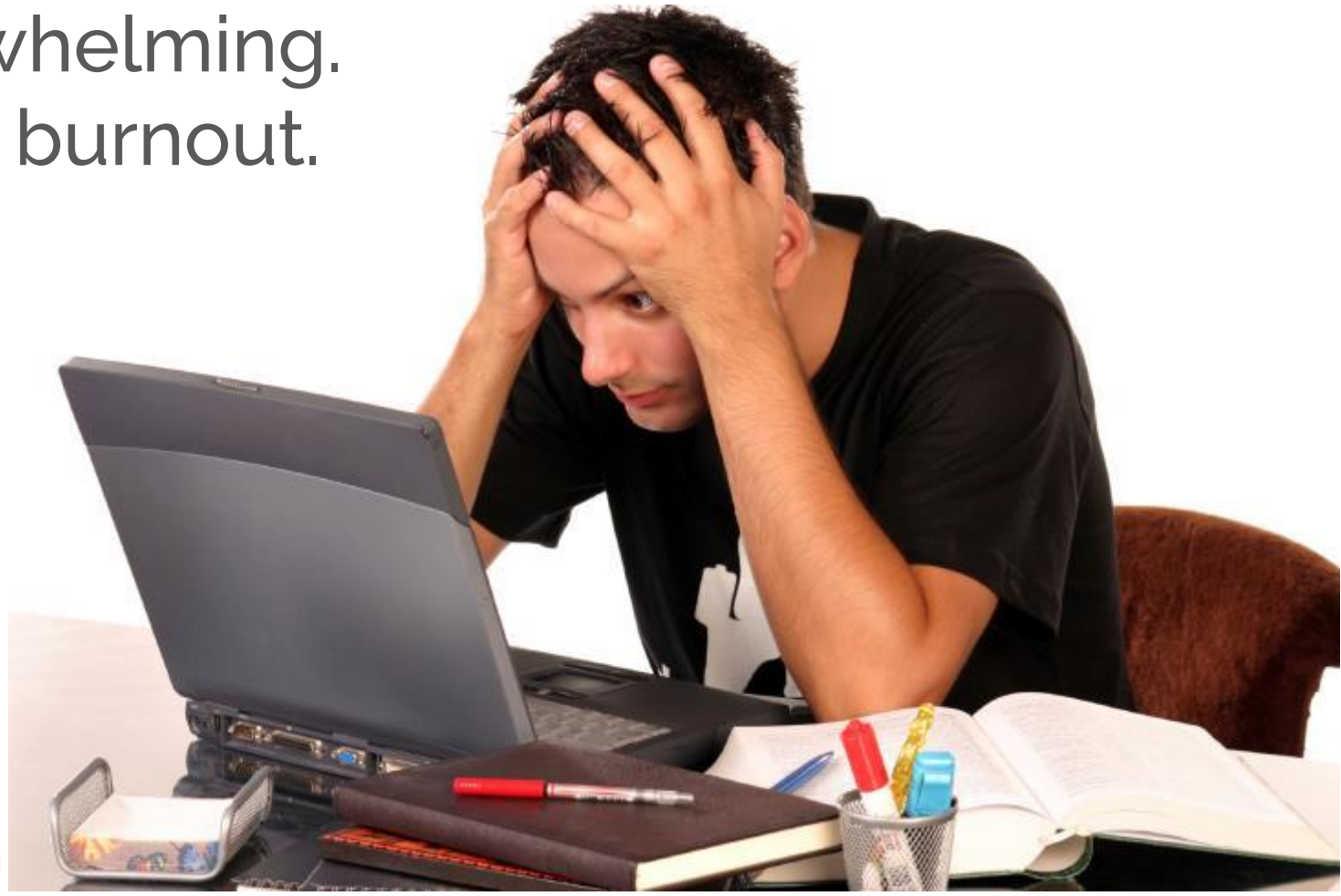
Rookie Mistake

Trying to FLIP everything!



Rookie Mistake

It's overwhelming.
Leads to burnout.





Rookie Mistake

Not enough time.





Rookie Mistake

Lose the “magic” of the FLIP





Pro Tip

FLIP one moment in one lesson.

Start small with “low stakes” activities.



Pro Tip

1. Look for the flippable moments.
2. Review prior semesters' grades, quizzes, and assessments. Look for trends.
3. Think about your own experiences with this topic. (Warning: Curse of Knowledge)



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“Just as you are learning how to **teach** this way, your students are learning how to **learn** this way.”



“Low Stakes” Flipped Strategies

1. Write/Pair/Share
2. Blank slide(s)
3. Guided notes



Your Homework

1. What does the 'flip' mean to you?
2. Locate a flippable moment in one of your courses.





What's next?

- Start thinking about what goes “in” and “out” of the classroom
- Clarifying the purpose and goal of your flipped lesson
- More ideas for flipped and active learning strategies