

Flipped Classroom: An Introduction

What is the Flipped Classroom?

Flipping the classroom is a blended learning approach that places the lecture (or core learning content) outside of class time so that the teacher can spend more time in class interacting and working with students. Refer to the article: <https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>

How Does it Work?

“Flipped learning is an approach where students gain necessary knowledge *before class*, and instructors guide students to actively and interactively clarify and apply that knowledge *during class*.” Refer to the article: <http://learningsciences.utexas.edu/node/320>

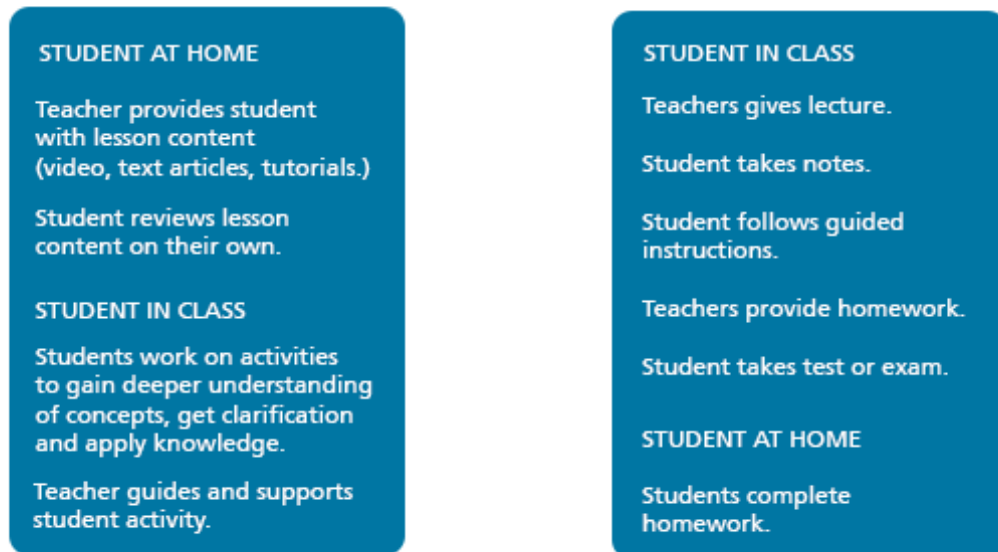


Retrieved on 02/29/2016 from <http://learningsciences.utexas.edu/teaching/flipping-a-class/how/clarify-connections>

The common flipped learning practice is for lectures or core course content to be provided to students as video for self-review. However, the content can be presented in various ways such as: interactive tutorials, screencast mini-lectures (e.g. short narrated presentations), audio clips, and even traditional textbook readings and articles. Students review content out-of-class, as preparation for in-class learning activities.

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Flipped vs Traditional



Adapted from on 08/12/2015 from: <http://www.dreambox.com/blog/flipped-classroom-elementary-school-tool>

What Are the Advantages?

The value of a flipped approach is that valuable class time is used to support a deeper-level of understanding through active learning activities. For example, students can work in groups to apply new knowledge or review hard-to-grasp concepts. During class, teachers coach, clarify, and advise students as they work through activities. Essentially, it is a shift of focus in which learning is less about “covering” content and more about constructing a deeper understanding through analysis, application, and problem-solving.

Key Considerations

Effective application of the flipped classroom approach requires role changes for both faculty and students. During class, the teacher functions less as the provider of content and more as learning coach and facilitator. In turn, students take ownership of their learning; instead of being passive receivers of content, they are engaged participants in activities requiring knowledge application or a deeper level of concept mastery.

Careful planning of flipped classroom activities is very important. Students should perceive a clear connection between the out-of-class content and how it is applied or reinforced in-class.

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Therefore, it is critical to structure out-of-class lesson content as activities with clear guiding questions that prepare students for the planned in-class application activity.

Technology and the Flipped Classroom

In the flipped classroom, technology can play a very important role.

On the one hand, “flipped” content can be interactive media such as videos or interactive tutorials. OER (Open Educational Resources) for specific concepts or topics may already exist. Or, faculty can create their own “screencast lecturettes” based on topics within their PowerPoint presentations; free authoring tools, such as Jing (<https://www.techsmith.com/jing.html>) and Nearpod (<https://www.nearpod.com/>), allow faculty to create short, reusable lessons.

Moodle, which is a Learning Management System (LMS), can be especially helpful with supporting flipped learning. As a virtual extension of the classroom, a Moodle course space can serve as central hub that connects out-of-class work with in-class work. “Flipped content” activities can be provided within the Moodle course and student progress can be tracked. Students can complete collaborative “in-class” tasks within Moodle by means of features such as groups, discussion forums, blogs, and wikis. Furthermore, content reinforcement activities, such as Moodle review quizzes, can provide pre-class review of key concepts before the in-class activity or serve as post-class reinforcement.

Pioneering of the Flipped Classroom Describe Their Approach

While versions of the flipped or “inverted classroom” has been around since the late 90’s, Jonathan Bergman and Aaron Sams are the high school teachers who popularized the approach.

Aaron Sams Discusses his Flipped Classroom Experiences

<https://www.youtube.com/watch?v=2H4RkudFzlc>

Newscast Featuring the Founders of the Flipped Classroom

<https://www.youtube.com/watch?v=v-y9vR7YTak>

Interested in Learning More?

Interested in seeing whether this approach could work for you? TL_Net is available to help!

Please contact Edward Misava at misava.edward@aku.edu for further information or to make an appointment.

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References

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