



Highlights of Flipped Learning

- Maximizes class time for hands-on practices and applications
- Creates an interactive learning environment
- Offers students guidance and support from professor and peers
- Fosters critical thinking, creative applications, and problem solving

Flipped Learning: What is it?

Flipped learning is a pedagogical model designed to **maximize class time** by moving instructional content online so that students come to class **prepared to apply the material using active learning strategies.**



Visit <http://www.learnndash.com/flipped-classroom-facts-and-figures/>

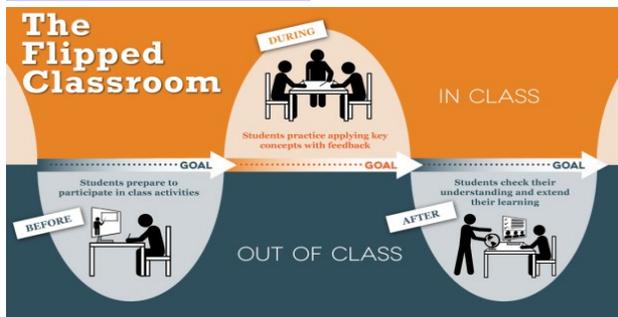
How Does it Work?

Online, students engage with course content to prepare for class:

- short video lectures
- interactive tutorials
- narrated presentations
- punctuated readings

Class time is freed up for hands-on applications and practices using active and collaborative learning strategies, such as

- Problem-based learning
- Case studies
- Explication of a text
- Role play
- Lab applications
- Impromptu presentations
- Collaborative discussions
- Experiential learning



Visit <http://ctl.utexas.edu/teaching/flipping-a-class>

What Are the Benefits?

For students in a flipped learning environment, students receive timely feedback, work more closely with their professor and peers, and actively engage the course concepts.

Instructors who flip find it easier to support all learning levels with targeted instruction, whether utilizing remediation or promoting higher order thinking.

—From *Flip Your Classroom: Reach Every Student in Every Class Every Day*

Authors Jonathan Bergmann and Aaron Sams offer that “their students demonstrated a deeper understanding of the material than ever before.”

4 Pillars of Flipped Learning from FlippedLearning.org

The *Flipped Learning Network* includes **4 pillars** that ensure flipped learning:

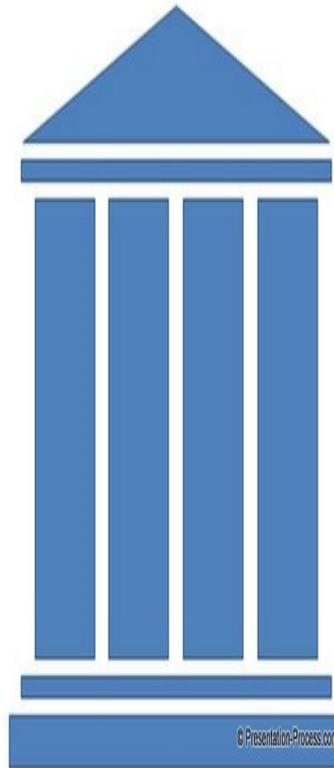
1. Flexible Environment

- allows for a variety of learning modes
- creates flexible spaces with options (individual or teams)
- provides feedback on learning

2. Learning Culture

- shifts to learning-centered
- dedicates class time to exploring topics in greater depth
- invites students to actively participate in knowledge construction
- encourages students to self-assess their learning

For more information on the four pillars, please visit <http://www.flippedlearning.org>



3. Intentional Content

- evaluates content in courses that could be flipped
- considers what areas students need more in-class practice/application
- determines what needs to be taught and what students can explore on their own
- maximizes class time for student-centered active learning

4. Professional Educator

- reflects on learning activities and assessments
- facilitates students' learning
- provides timely feedback
- uses formative and summative assessments
- invites controlled chaos into the classroom

What content in your course makes sense to flip?

Thinking about Flipping? Ask yourself . . .

Think about one of your courses and ask yourself these questions,

- What specific concepts are my students struggling to apply?
- Would my students benefit from more in class applications of this concept?
- What would I include in my online lesson to prepare students—teach them—this concept? How would I ensure engagement and learning with the lesson?
- What hands-on applications could I devise so that they can apply the ideas from the online lesson during class time?
- How will I assess learning at each stage?

What's All the Buzz about Flipping? Research Highlights

Jacob Enfield's study on flipped learning's impact on multimedia students reveals that "Student reports suggest that the approach provided an engaging learning experience, was effective in helping students learn the content, and increased self-efficacy in their ability to learn . . ."

—"Looking at the Impact of the Flipped Classroom Model of Instruction on Undergraduate Multimedia Students at CSUN"

Bryan Goodwin and Kirsten Miller highlight that flipped learning includes, "improved teacher-student interaction, increased opportunities for real-time feedback, and improved student engagement."

—*Educational Leadership*