After students have engaged the concepts through the online lesson and have been formatively assessed, class time is structured for hands-on applications and practices, where students have an opportunity to:

- apply more challenging concepts.
- collaborate with peers for support.
- receive feedback from their instructor.
- complete low-stakes assessments.

Active learning is a learner-centered teaching strategy designed to engage students with course concepts actively instead of passively.

A flipped lesson’s success depends on aligning the online lesson and assessment to the in-class activities and assessment.

How Does it Work?

Visit http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/flipping-the-classroom/

Visit https://www.cmu.edu/teaching/technology/flippingtheclass/index.html

What Are Some Examples of Active Learning?

- Collaborative Discussions
- Problem-based Learning
- Case Methods
- Experiential Learning
- Role Playing
- Peer Teaching or Tutoring
- Field Experience
- Games

What Does a Flipped Lesson Look Like?

Here’s an Example from Composition I: Teaching Allegories

- Online Lesson and Formative Assessment
  Students learn about allegories by engaging the online lesson and responding to the embedded questions within the lesson. Students bring their responses to class as an “Entrance Ticket.”

- In Class Activity and Formative Assessment
  Using Jigsaw, each team is assigned one allegorical story, and each student is given one way to analyze the allegory’s significance—culturally, historically, personally, and socially. Students complete the Jigsaw by sharing their individual responses to the allegory. Completed Jigsaws are the “Exit Ticket.”

- Summative Assessment
  Students select an episode from a television show that has an allegory that can be analyzed for cultural, historical, personal, and social significance. Students prepare a narrated Prezi to present to the class.
Examples of Active Learning Strategies

Collaborative Discussions
Shared Viewpoints is when paired or teamed students discuss a concept or experience, looking for similarities in their approach or viewpoint; another approach is Opposing Viewpoints. Students are grouped in four: two students take one position on a topic while the other two students take the opposing view.

Problem-based Learning
Students are given an ill-structured problem or scenario. They work together to find solutions to the problem and consider the implications behind the problem and/or its results.

Case Methods
Teams of students are given different case studies on a concept or topic; in their team, they read their assigned case study, answer the questions, and briefly present the case to the class. Students are then quizzed on all of the presented case studies. From Linda Nilson’s Teaching at Its Best

Dramatization
Using Dramatization, have groups of students act out a concept under discussion; for example, when reading about the theme isolation, ask students to perform a scene that demonstrates this theme.

Cooperative-Collaborative Strategies

Role Playing
In Role Playing, students act out instructor-assigned roles, improvising the script, in response to realistic scenarios. To be effective, instructor needs to establish the context and setting for the role-playing.

Using Hypothetical Scenarios
Using inquiry-based learning, pose a hypothetical scenario related to a course concept where students, individually or in teams, work through the scenario to answer “what if?” From Nilson’s Teaching at Its Best

Field Research
Students, individually or in teams, conduct interviews, collect data, or take field notes on specific observations and then use this for a discussion, project, etc.

Serial Testimony
Serial Testimony offers each student an equal opportunity to reflect on the question being asked of them in a small group. It is an opportunity to hear other perspectives about a topic. The purpose is not to “piggyback” off others’ comments or to take sides but rather to contribute one’s own perspective or experience without interruption. http://www.tolerance.org/meaningful-discussions

Active Learning: What’s the Buzz?

—“The Flipped Classroom: An Opportunity to Engage Millennial Students through Active Learning Strategies”

The article highlights “the flipped classroom as an opportunity to engage millennial students using active learning strategies [. . . .] in order to free class time from lecture [. . . .] Using class time for active learning provides opportunities for greater teacher-to-student mentoring and peer-to-peer collaboration.”