

# 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



**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

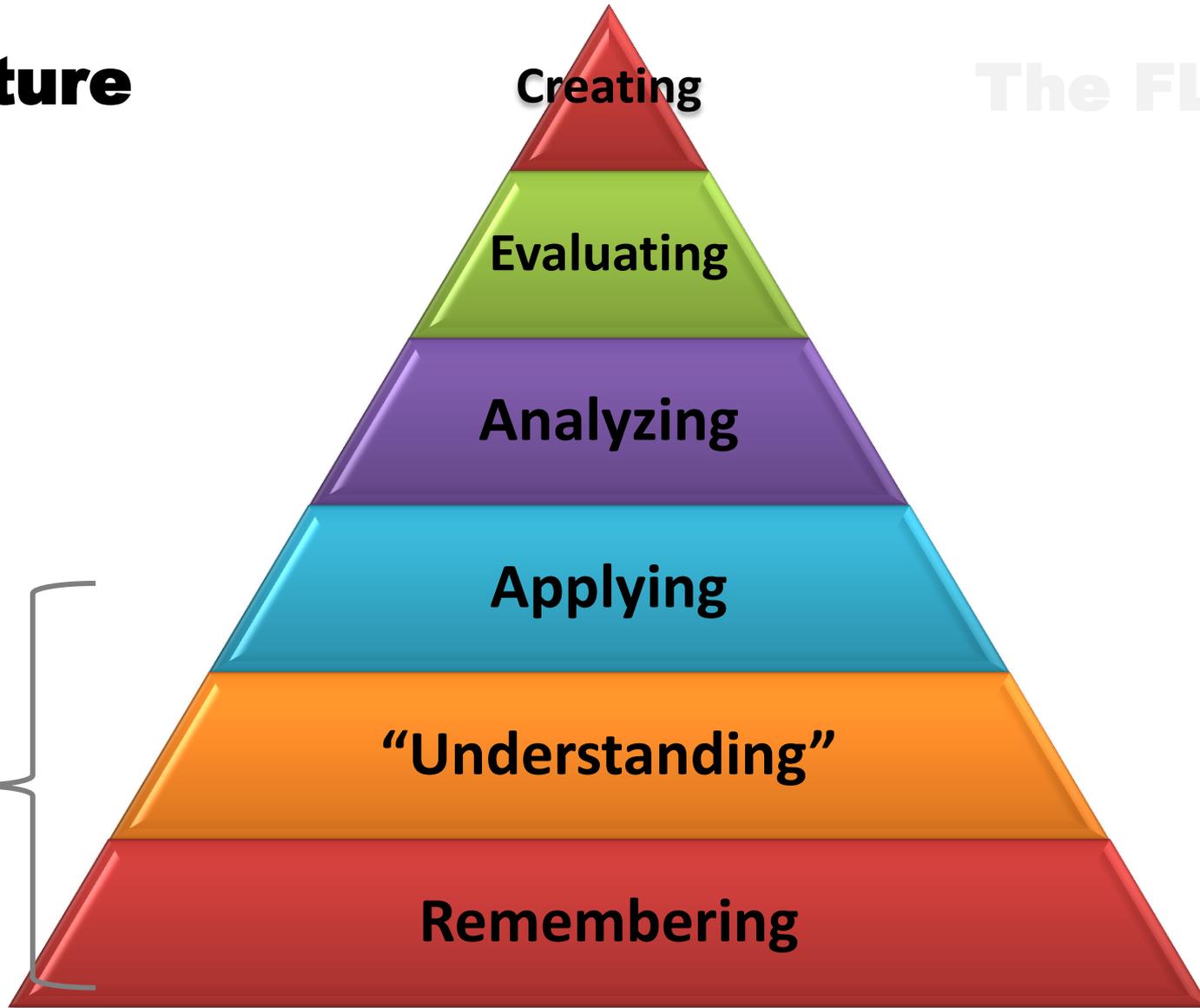
FOCUS<sup>ON</sup> YOUR  
LEARNERS BY  
INVOLVING<sup>THEM</sup> IN THE  
PROCESS

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THE FLIP IT PHILOSOPHY

**Lecture**

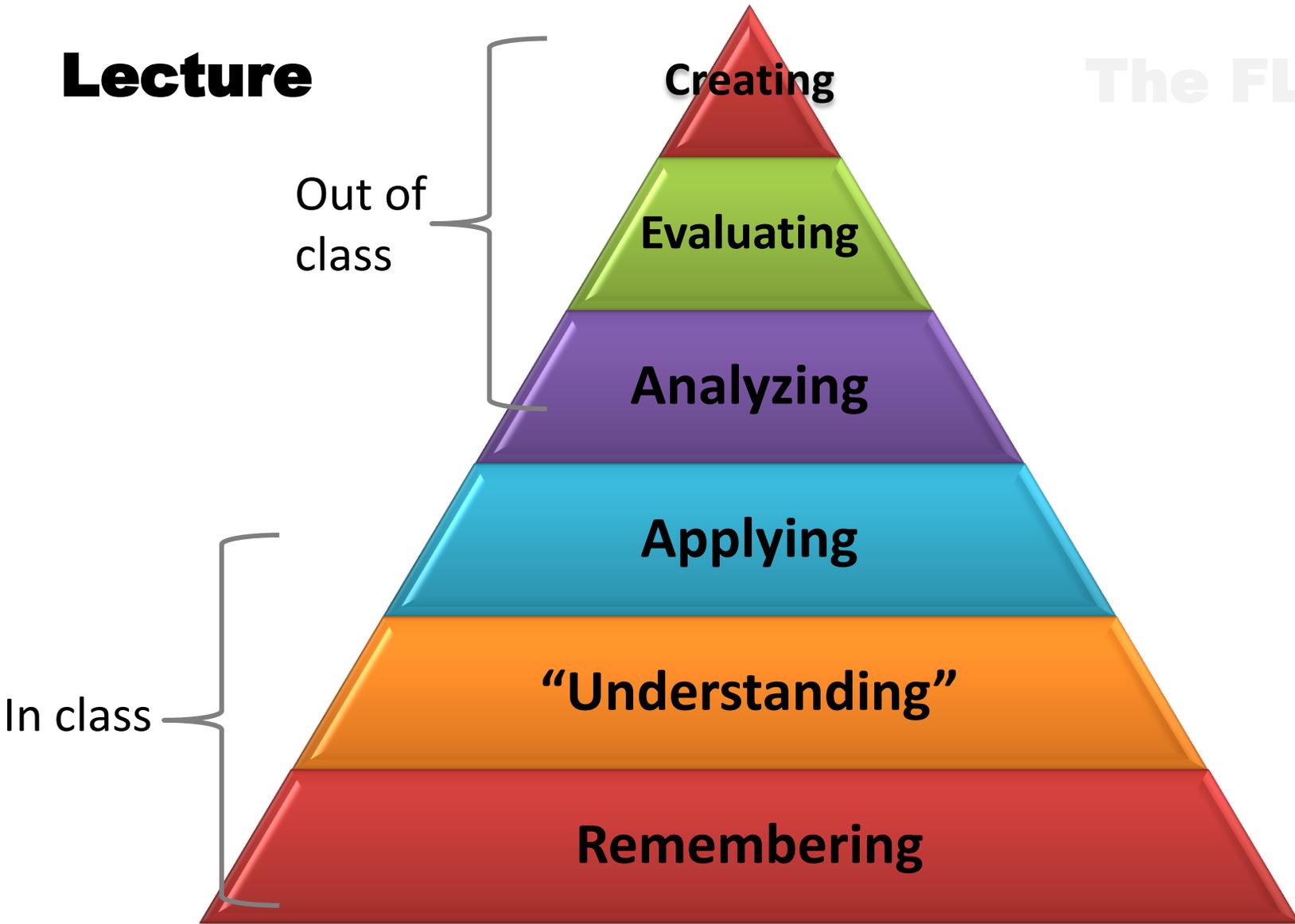
The FLIP



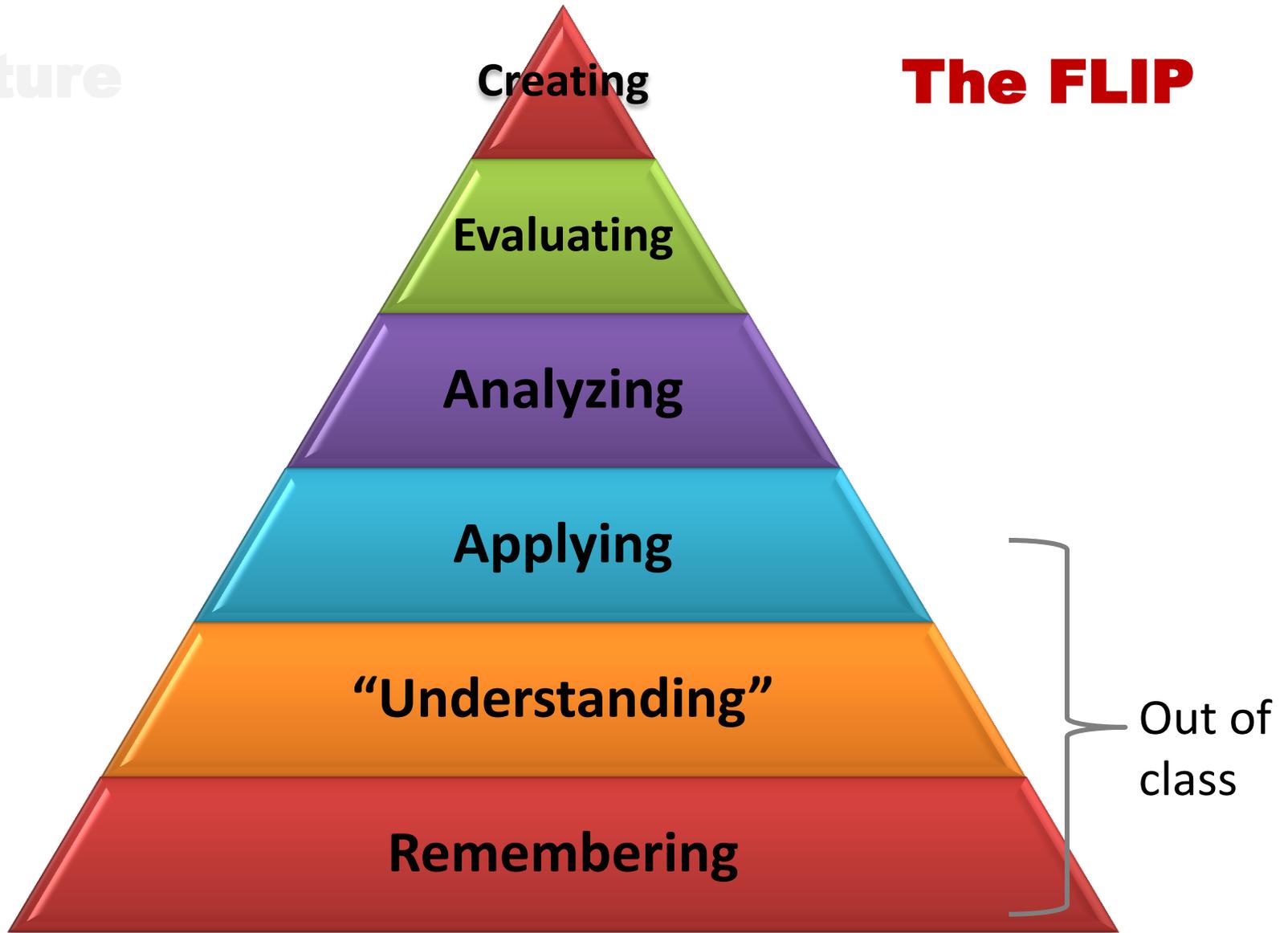
Bloom's (Revised) Taxonomy

# Lecture

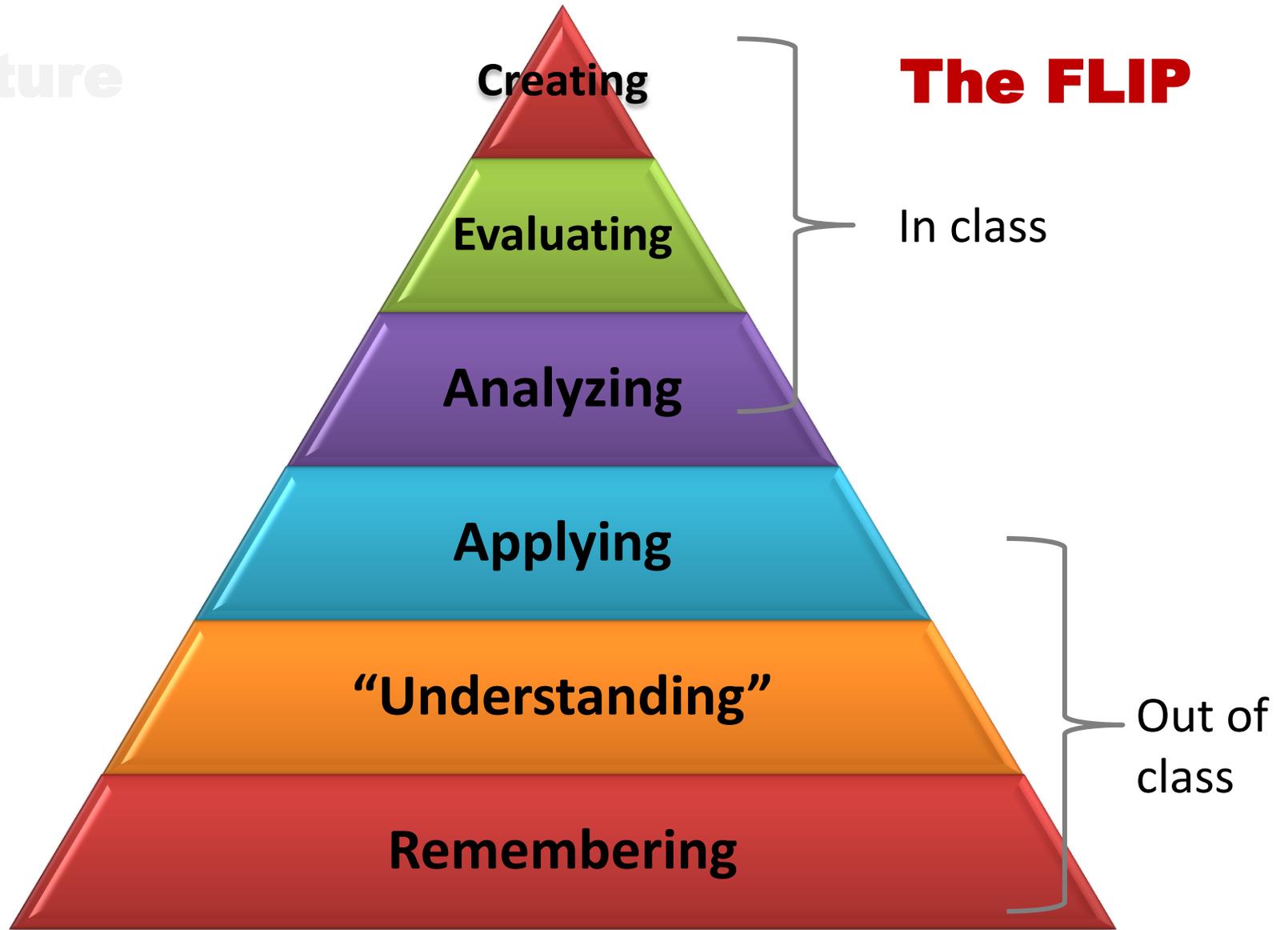
# The FLIP



Bloom's (Revised) Taxonomy



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“**Flipped Learning** is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

Flipped Learning Network, 2014

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



**START** by thinking  
about one lesson.

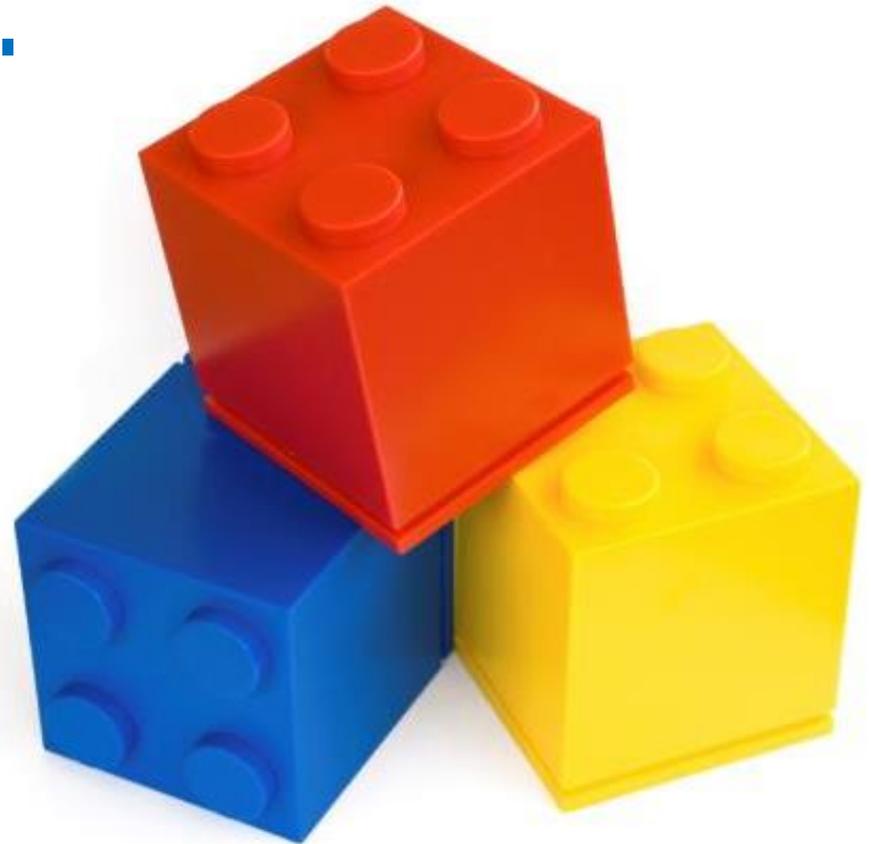
# Look for flippable moments





Look for  
**confusion.**

Look for the  
**fundamentals.**



# Look for boredom.





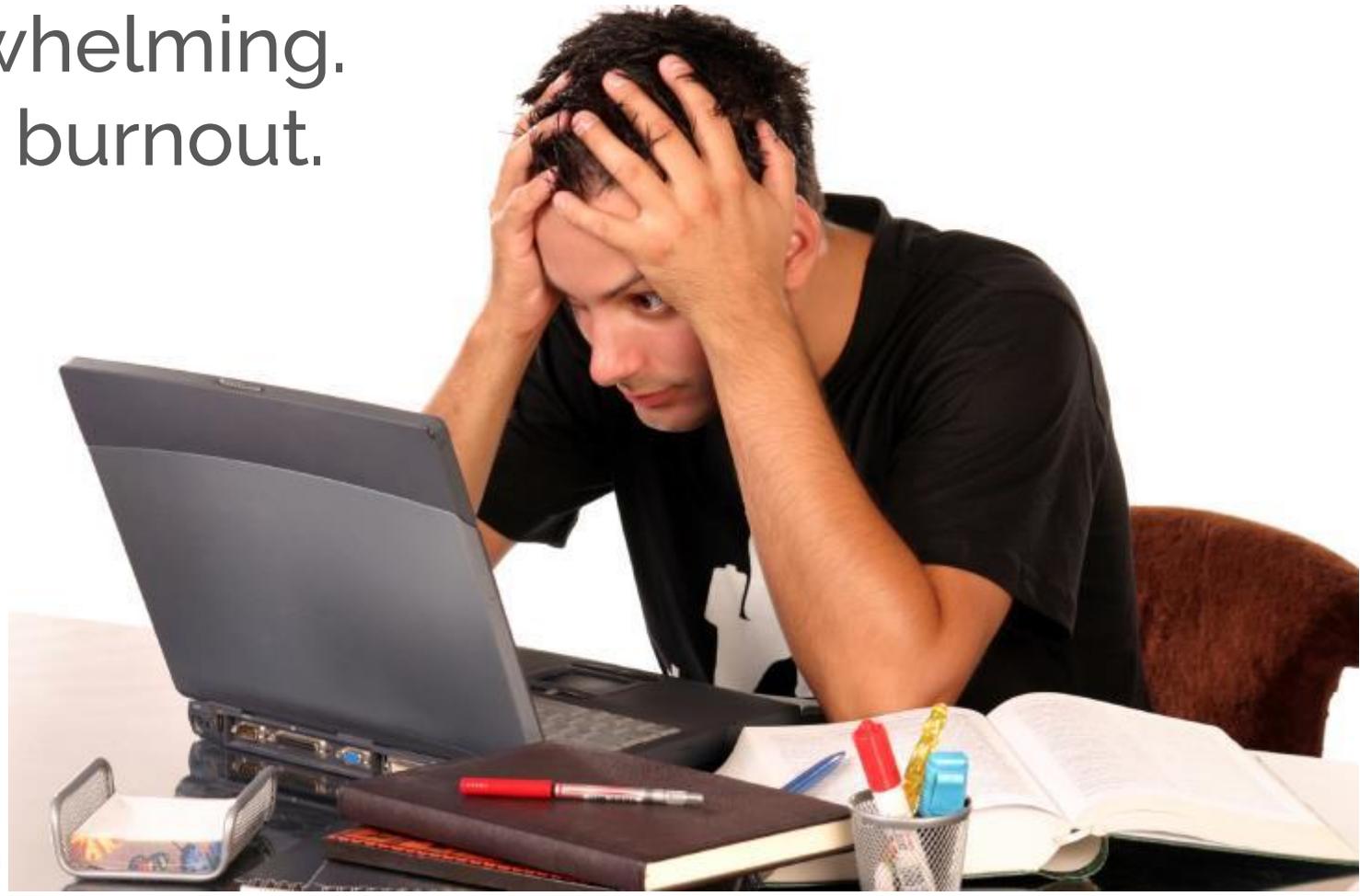
# Rookie Mistake

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.



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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