

Implications of Flipping

“The traditional approach to teaching reduces education to a transfer of information. Before the industrial revolution, when books were not yet mass commodities, the lecture method was the only way to transfer information from one generation to the next. However, education is so much more than just information transfer...”

Eric Mazur (“Farewell, Lecture,” *Science* 02 Jan 2009: Vol. 323, Issue 5910, pp. 50-51
DOI: 10.1126/science.1168927)

Deena R. Levy
Instructional Consultant
Schreyer Institute for Teaching Excellence

Cheryl Farren Tkacs
Instructional Designer
Penn State-Fayette

Today's Objectives

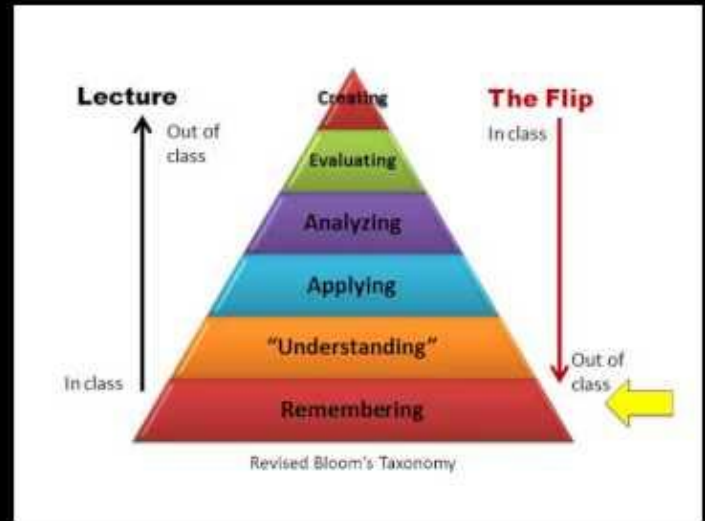
By the end of this workshop, participants will:

- Describe teaching and assessment strategies to employ in a flipped classroom
- Identify some potential issues that can arise in a flipped environment
- Discuss their own experiences in the flipped environment

Pre-Session Assignment

You've watched the [Barbi Honeycutt video](#).

Please share with us in the chat pod your own working definition of "the flip."



Who's tried it?

If you've tried it, what did you most enjoy about the experience?

If you have not yet tried it, is there anything holding you back from attempting it?



What's the Plan?

“When you sit down to plan your flipped lesson, always begin by asking yourself ‘What do students need to *do* to achieve the learning outcomes for this lesson?’ Then find flippable moments to help you focus. (Barbi Honeycutt, *Flipping the College Classroom: Practical Advice from the Faculty*, p. 15)

- What MUST students know before coming to class?
- What is the pre-session activity? Class activity? Post class activity?
- How will you assess them?
- Where might students become confused?
- Avoid boredom and tedious repetitive assignments by working in groups, posing challenging questions for discussion, or use games that require them to apply what they have worked through in the pre-session work.

Possible Issues?

We can't anticipate everything but...



<https://pixabay.com/en/planning-plan-adjusting-aspirations-620299/>

- Resistance to Flipped Classroom
 - Discuss course design with your students
 - Create a safe learning environment
- Preparation & Accountability
 - Why are students coming unprepared?
 - Demonstrate value of pre-class work.
- Motivation & Engagement
 - Make pre-class work part of “participation”
 - Consequences for not completing pre-class work?
 - Engage students with short activities
- Introverted students
 - Allow students time for reflection
 - Not all activities have to require group work

Methods & Strategies

Prepare your students...



pshanmugam@mac.com

<https://www.flickr.com/photos/pshan427/2331162310>

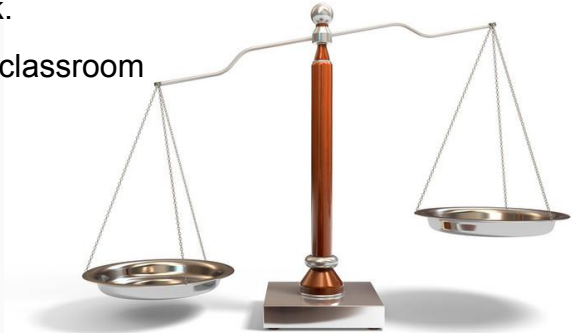
- Be sure that:
 - All instructions are clear.
 - All assignments have a clear purpose.
 - The learning outcome(s) are measurable.
 - Pre, In-class, and post class activities are connected and align with the objective.
- Use “focus” or active learning activities to get the attention of the student at the beginning of class. (muddiest point, 1 minute question/reflection, etc.)
- Assessment
 - Align assessments with learning objectives.
 - Use both formative and summative assessments.
 - Provide rubrics, tutorials, and checklists to help guide the students to success.
 - Provide timely and meaningful feedback that keeps students on target.

Technology

Make sure you remember what technology is good at and where it falls short!

It's all about the balance

- Technology is good for:
 - Personalizing learning
 - Delivering content
 - Tracking student progress
 - Practicing skills
- Face to face meetings are good for:
 - Activities to foster critical thinking, creativity and imagination.
 - Lively discussions and debates.
 - Giving personalized feedback.
 - Creating a personal, positive classroom environment



Getting Started*

- Find “flippable” moments.
- Make small changes at first.
- Build in extra time at first.
- Do what works for your teaching style.

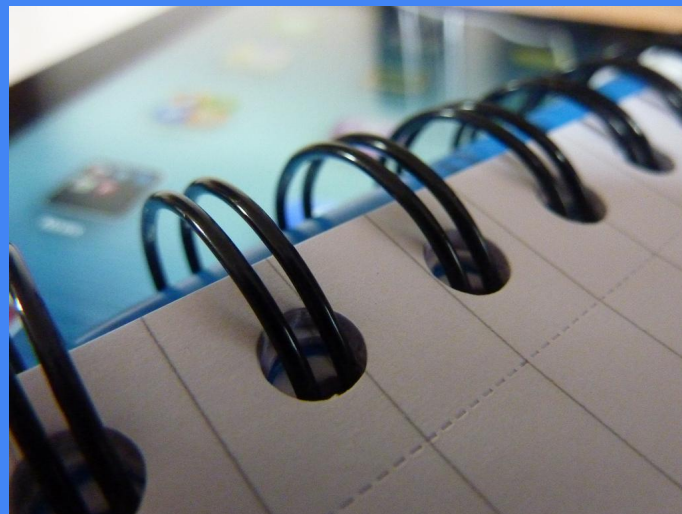
**Remember that planning a flipped learning experience takes more time to plan. Trying to prepare activities that cater to student abilities and learning preferences can be daunting at first.*

Week (or Module)	Topic			
1				
	Learning Objectives			
	1. 2. 3.			
	Resources Needed			
	1. 2. 3.			
		Before Class	During Class	After Class
	Activities			
	Assessments			

We leave you with this:

“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 (FLN). (2014) The Four Pillars of F-L-I-P™)



A few useful references to get you started

If you'd like a more comprehensive bibliography on the subject, just ask us!

Honeycutt, B. (2016). *Flipping the College Classroom: Practical advice from the faculty*. Magna Publications

Honeycutt, B. (2016). 10 Strategies To Encourage Students To Actually Do the Pre-Class Work in Flipped and Active Learning Classrooms, 15.

O'Flaherty, J., & Phillips, C. (2015). The use of flipped classrooms in higher education: A scoping review. *Internet and Higher Education*, 25, 85–95.
<https://doi.org/10.1016/j.iheduc.2015.02.002>

Thanks for
attending!
Any questions?

A recording of this presentation will be
available at:
sites.psu.edu/schreyerluncheons

Deena Levy
drl21@psu.edu

Cheryl Tkacs
cft10@psu.edu

**Flipped Teaching
+ Active Learning**

**= Amazing Educational
Possibilities!**