Incorporating Active Learning by Flipping the Classroom
Sponsored by the Center for Faculty Development

One common approach to teaching is to deliver content in class and then require students to complete homework assignments, papers, projects, etc., on their own outside the class. But what if that were not the case? What if class time could be used for problem solving, discussion, experimentation, and other active learning activities that engage students more? One method for accomplishing this is "Flipping the Classroom" in which in-class lectures are replaced with videos, tutorials, or simulations that students view, interact with, and complete on their own before coming to class. Then during class time, students are actively engaged with each other in solving problems, discussing, applying theory, collaborating in teams, innovating, etc. It is possible to flip an entire course or just a single lesson, so flipping the classroom can be a small project or a full transformation depending on course or curricular needs.

In this workshop you will experience the flipped classroom as we explore together how it can impact student learning and how faculty can implement it to transform their courses. Modeling a flipped approach, you will receive access to information and resources to begin your exploration of flipped classroom possibilities prior to attending the workshop. This interactive workshop will focus on engaging with other participants (not the technology) so that faculty can work collaboratively to develop a plan for flipping at least one lesson in a course.

**PRE-WORKSHOP MATERIALS**

What is flipping the classroom, and why does it benefit students? What is it like to teach in a flipped classroom? These 4 resources (two videos and two readings) should begin to answer these questions for you. It should only take about 20 minutes to review all of the materials. Please review these before the workshop on January 22 so that you are prepared for our discussion and activities.

**What is the Flipped Classroom?**

Watch the short video (00:59) on this website and review the chart below it that compares teaching before and after flipping a class:
http://ctl.utexas.edu/teaching/flipping_a_class/what_is_flipped. There are other great resources on flipping a class at this website.

**7 Things You Should Know About Flipped Classroom**

Read this two page document to learn about the highlights of the flipped classroom:

**Transforming Ancient Rome: Active Learning in a Large Enrollment Course**

It's fine to learn about theoretically using the flipped classroom approach, but what is it really like? In this video (7:37), a professor describes her approach to flipping a large
enrollment course about Ancient Rome and the lessons she learned over 2 iterations. 
http://media.laits.utexas.edu:8080/video_services/_working/2013_ebbeler/2013-05-03_ebbeler_v2.mp4

What is Active Learning?

One of the benefits usually attributed to the flipped classroom is the ability to engage students in more active learning. But what is active learning? Read this tutorial from the University of Minnesota Center for Teaching and Learning to find out. Only the "What is Active Learning?" page is required. (Optional: Read other pages in the Active Learning tutorial and watch the scenes if you are interested.)
http://www1.umn.edu/ohr/teachlearn/tutorials/active/what/

WORKSHOP MATERIALS & HANDOUTS

Workshop slide deck

Mapping your course for flipped learning

Creating an instructional strategy: “castle top” template

Getting Students to Want to Do Pre-Class Work Getting Students to Want to Do Pre-Class Work:  http://chronicle.com/blognetwork/castingoutnines/2014/01/06/getting-students-to-want-to-do-pre-class-work. This article highlights the use of formative assessments to motivate students to do pre-class work in a flipped classroom


Incorporating Active Learning by Flipping the Classroom

JANUARY 22, 2014
WELCOME!
Agenda

9:00 – 10:30
- Form teams
- Define “flipped classroom”
- Research active learning strategies
- Brainstorm active strategies for your courses

10:30 – 10:45
- Break
Agenda

10:45 – 12:00
- Design (part of) a flipped course
- Debrief the workshop
- Complete evaluation
How today will work
What today is about
Yes

- What flipping is
- Why flipping is beneficial
- Active learning activities
- Designing flipped lessons
- Pedagogy/Andragogy
Not

- How to make videos
- How to use clickers
Expectations

► You will participate in your teams
► You will be active in discussions
► You will be reflective about how these techniques can apply to your teaching
Team Introductions

- Round 1 (1 minute)
  - What is your name?
  - What is your department?
Team Introductions

Round 2 (3 minutes)
- What interested you about today’s topic?
Team Introductions

Round 3 (5 minutes)

- What skills or experience can you contribute to the team?
- What do you do that could hinder the team?
Complete the team contract and turn it in

- Skip portions of Ground Rules and Conflict Management that don’t apply, given our format
WHAT IS THE FLIPPED CLASSROOM?
Did you review the materials online? (be honest!)

A. Yes, all of it
B. Yes, some of it
C. No
In your own words, write a definition of flipping the classroom (2 minutes)
As a team, compare your definitions and write one definition for your team (10 minutes)

ONE MEMBER OF EACH TEAM SHOULD SUBMIT IT TO THE DEFINITIONS DISCUSSION BOARD ON BLACKBOARD
Share your team definitions with us

1 MINUTE FOR EACH TEAM
Summary of key elements of those definitions
WHY WOULD YOU FLIP THE CLASSROOM?
Flipping the Classroom is *easier* than “traditional” teaching methods

A. True  
B. False
Flipping the Classroom is more effective than “traditional” teaching methods

A. True
B. False
What are the benefits to flipping the classroom?

- Get up, find a new partner, and discuss
What are the benefits to flipping the classroom?

- **Students**
  - Learning can be more active
  - Control over the pace of learning
  - Time to reflect on learning
  - More guidance and feedback from faculty when applying concepts

- **You**
  - Opportunities to detect and correct errors in learning
Which of these is the most compelling reason to flip the classroom?

A. Active learning
B. Control over pace
C. Time to reflect
D. Guidance and feedback
E. Detect and correct errors
WHAT IS ACTIVE LEARNING?
Active Learning

- Collection of strategies and techniques
- Students interact with or use content
Four Elements of Active Learning

- Talking and Listening
- Writing
- Reading
- Reflecting

University of Minnesota, What is Active Learning
Examples of Active Learning Models

- Experiential Learning
- Service Learning
- Team-Based Learning
- Problem-Based Learning
- Case-Based Learning
- Guided Practice
- Authentic Literacy
- Game-Based Learning
Jigsaw Activity (10 minutes)

- Research your active learning model
- Summarize it on the Active Learning wiki in Blackboard
- Report to the rest of the class
Which model interests you the most?

A. Experiential Learning
B. Service Learning
C. Team-Based Learning
D. Problem-Based Learning
E. Case-Based Learning
F. Guided Practice
Think about what topic you want to start with and what active learning would look like in your discipline.
DESIGNING A FLIPPED CLASSROOM
Selecting or Creating Out-of-Class Materials

- Choose carefully
- Keep it short
- Make it relevant
- Keep it fresh
Designing a Flipped Classroom

1. Write objectives
2. Determine assessments
3. Design in-class activities
4. Identify out-of-class preparation
5. Plan class sessions
Planning Class Sessions

- Change activities frequently but smoothly
- Establish a routine
- Limit lecture
- Don’t cover material for students who don’t prepare
Overall Tips for Flipping the Classroom

- Start small (particularly with new technology)
- Don’t tell students it’s an experiment
- Be up front with student expectations
- Seek out feedback
Questions?

- Take 1 minute and write your questions on a piece of paper
- We will post additional resources to the community
Debrief the Workshop

- How was today’s workshop flipped?
- What were the benefits of flipping the workshop?
- How was it different from what you expected?
- What parallels are there for your courses?
Wrap-up

- Thank you for participating!
- Please complete the evaluation form
## Mapping Your Course for Flipped Learning

### Part I – Identifying active learning strategies for in-class

For each topic you plan to flip, identify the active learning strategies you would use while students are in the classroom.

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<tr>
<th>Topic</th>
<th>Objective(s)</th>
<th>Active Learning Strategies</th>
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**Part II – Sequencing in- and out-of-class activities**

Fill in the in-class activity for each session or week, then determine what students must complete out of class to be prepared to participate.

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<th>In-Class Activities</th>
<th>Out-of-Class Activities</th>
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**Part III – Putting the pieces together**

Check that the course design is complete by making sure that each topic and/or objective is aligned with in- and out-of-class activities and an appropriate assessment.

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<th>Topics &amp; Objectives</th>
<th>Out-of-class activities</th>
<th>In-class activities</th>
<th>Assessment</th>
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Creating an Instructional Strategy
“Castle Top” Template

In-Class
Activities

Out-of-Class
Activities