Flipping the Classroom
Presenter Information

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What does it mean to “flip” a class?

Flipping the classroom refers to swapping classroom lecture time for hands-on practice time. Flipping is not new, but with the current available technologies, flipping is easier than it used to be. There are many ways to flip a classroom, yet the main elements are the same:
The instructor uses technology in some way:
- YouTube
- PowerPoint
- Recorded lectures
- Linked sources, etc.

to acquaint students with the course concepts and content before they arrive in class.

He/she then uses class time to help students gain a deeper understanding of the material.
What does it mean to “Flip?”

What is typically given as homework is done in class with the assistance of the teacher.
Benefits of flipping -1

• Implementing a flipped classroom enables more focused teaching and learning to take place in the classroom.

• Moving the lecture to the homework realm makes room for one-on-one classroom experiences.
Benefits of flipping -2

• Passive, one-way lecturing is eliminated as the only means of teaching.
• More interaction between student and teacher occurs during class time.
• Classroom time is used to solve problems and apply to other contexts (the application of higher order thinking skills).
Benefits of flipping -3

- Flipping the classroom also makes differentiating instruction based on students’ needs easier because everyone does not necessarily need to do the same task in class.
Benefits of flipping - 4

- Video lectures can be edited, polished and rerecorded. Students can pause, replay and watch lectures repeatedly.
Benefits of flipping - 5

• Instructors can devote time to helping students develop synthesis and explore applications during class time.
• Students can receive direct faculty input on those segments of the material that have historically been the most difficult or ambiguous.
The Flipped Classroom is NOT:

- Just online videos
- About replacing teachers with videos
- An online class
- Students working without structure
- Students working in isolation
- Students spending the entire class online
The Flipped Classroom IS:

• A means to increase teacher contact time
• An environment that increases student responsibility
• The blending of direct instruction and constructivist learning
• A class where all students are engaged
• A class where absent students won’t fall behind
• A class where students are engaged in their learning
Concerns

• Students with no internet access.
  – Try your best to accommodate these students by burning a CD or use other ways to get the information to them.
What if student does not do out-of-class work?

• Age-old problem, right?

• You might pair an unprepared student with a prepared one. But do not reteach the “outside-the-class materials.”

• Consider an online quiz or one students take immediately upon arriving in the classroom.

• Require students to summarize what they learned.

• I used Voice Thread.
Details to consider

• Flipping does not work if you use videos that are too long. Keep videos to about 10 minutes.

• Make your videos engaging with multimedia.

• You might
  – Narrate a PowerPoint
  – Use Jing or Screencast-o-matic
Planning

• Planning and Preparation can make or break a flipped classroom.
• You cannot decide one week before classes begin to flip your class.
• The time involved is similar to designing an online course.
Planning Model for Flipped Classes

- Introduce the task
- Out-of-Class Task
- Assess Learning
- In-Class Activities
Introduce the task

• Maximize student readiness for the in-class activities.
• Clearly explain expectations for students.
• Indicate the amount of time needed to complete the out-of-class activities
Out-of-Class Task

• Carefully choose the media for the online part.
• You can
• Create your own materials
• Narrate your own PowerPoints
• Screen cast some problems
• Send students to web sites
Assess Learning

• Before the in-class part somehow assess the learning
• I use Voice Thread
• You can
  – Give online quiz
  – Give short quiz at beginning of class
  – Ask for one points that is still confusing
In-class activities

• Insist on activities that foster
  – Peer-to-peer
  – Instructor to student

• Can be even more challenging than the ones you might ordinarily assign
Let’s look at my Calc III class

- [Http://bblearn.fontbonne.edu](http://bblearn.fontbonne.edu)
  Take a look at my narrated PowerPoint shows
  Some You Tube videos – some are Kahn
  Solutions to some problems using my iPad
  Voice Thread
Comments from Fall 13 College Algebra

- I liked being able to pause the videos and catch up on my note taking.
- I liked getting homework help during class time instead of trying to find a time to meet with you.
- I liked getting homework help right at the time I was working the problems.
More....

• I was amazed at how much this method worked for me. I had a D from a local CC and managed to earn an A this time. This time I think I learned the concepts.

• I think this is the only was a course should be taught.

• I personally did not like the “flipped” classroom. Teachers need to teach me the math and not a computer.
Comments from Calc III
Questions and/or Comments

The Flipped Class Network
A Social Network Dedicated to Educators Interested in the Flip

a social network site for teachers using vodcasting in the classroom.
Some resources

• Five Best Practices for flipped classroom
• Flipped Professional Development for Teachers
• Resources – flipped learning
• 8 great reasons to flip your class
• Flipped Learning network- homepage