

“Flipping” Your Class

Overview

“Flipping” the class reverses the traditional class setup: students acquire basic content outside of class, and then work together in class on application-oriented activities. Whether you want to flip one class session or an entire course, the following questions will help guide you through the essentials.

Curate

(Borrow or Buy existing materials)

Create

(Build your own materials)

Where to Start:

- What topics within your course have you noticed students struggling to understand the material?
- What misconceptions are common within your field?

F Figure out where “flipping” makes the most sense for your course

Which topics within a unit would be better served if students were given the opportunities during class to actively apply their knowledge and skills?

What learning outcomes need to be refined or introduced to target higher order use of knowledge and skills?

UT Instructors are using:

- Homework problems with a classroom-response system
- Team-based Learning
- Peer Instruction
- Case-studies
- ... for large and small classes.

L Look for in-class activities requiring students to apply what they are learning

What activities have you developed - that are currently rushed through during class due to time constraints? What homework questions could be tackled during class?

What activity could be designed that would appropriately challenge students to apply concepts and engage them in the types of thinking common in your field?

Evidence-based Practices

- Create 3-5 video segments lasting 3-5 minutes
- Check for understanding
- Hold students accountable for doing pre-class work

I Identify the content students will engage to prepare for class

What existing resources would supply students with the information needed and how would you check their understanding?

What essential content do students need to acquire before class that would be best served by producing your own videos [3-5 segments lasting 3-5 minutes each]?

Student Perspective

- Jimmy Wadman, UT student, shares his experience in his CH301 Chemistry class: www.utexas.edu/know/2012/11/19/course-transformation-chemistry-education/

P Prepare students for the unique roles everyone will have during class

What expectations and procedures need to be communicated to students regarding how they prepare for class and engage during class?

What additional tools or techniques would help you in your role as a “cognitive coach” where you develop and challenge students to engage in ways of thinking within your field?

Transforming a course takes both time and commitment, so starting with a single class session by focusing on what and how students are learning at that scale often works well. Flipping is an iterative process, so as you implement these practices, reflect on what works well and what needs to be modified.