

WESTERN SYDNEY
UNIVERSITY



Flip for learning

a practical guide to 'flipped classroom'



What is Flipped Classroom?

Flipped Classroom is a pedagogical approach that cultivates **student engagement** and empowers students to be **active learners**.

Flipped Classroom entails a **thoughtful learning design** that

- Engages students with content learning prior to attending classes
- Refocuses face-to-face time to active learning activities that are designed to fill in knowledge gaps and contextualise knowledge through application, analysis, and planning and problem solving.
- Often includes post class activities for clarification, consolidation and 'joining the dots' of learning elements together.

The purpose of prior learning is to equip students with foundation knowledge or understandings in preparation for active learning activities in classes.

It also helps to generate curiosity of inquiry, highlight knowledge gaps and develop self-management skills

Class time is devoted to student centred learning activities guided and facilitated by the expert(s) in the classroom.

Students engage with others in applying knowledge and developing professional and practiced-based process.

Post class activities are important for students to reflect and consolidate as part of the process to internalise learning.

This improves knowledge retention and the ability to make connections.

How to flip a unit?

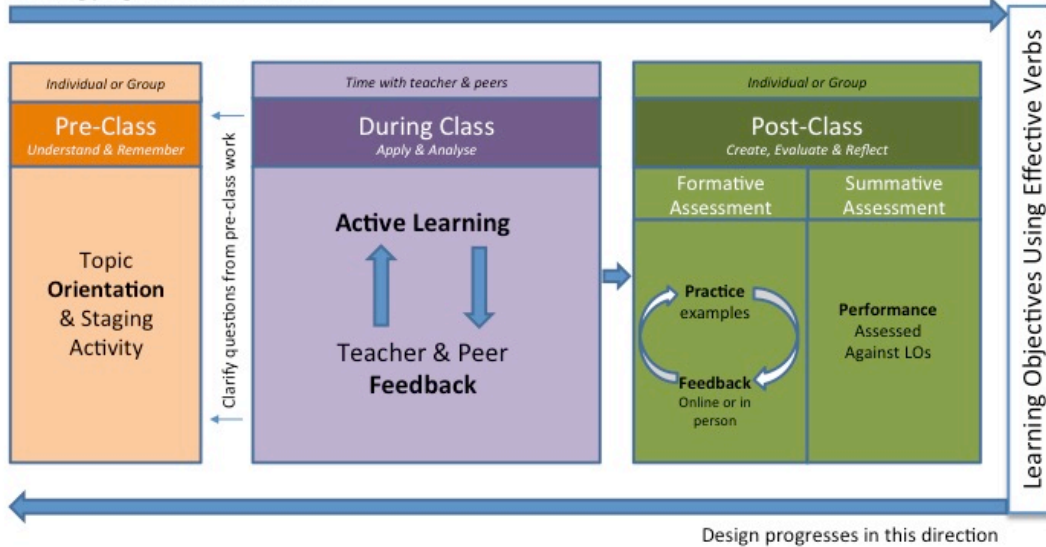
Flipped Classroom Design Framework



Flipped Classroom Design Framework Aligned with Bloom's Modified Taxonomy

Karanicolas, Snelling, Kemp, & The University of Adelaide Flipped Learning Community of Practice (2018)

Learning progresses in this direction



Visit [The Flipped Classroom Explained](#) for detailed information.

A 'Quick Start Guide'

- F**igure out where and when to flip your class;
- L**ook out for classroom based activities to enhance students learning;
- I**dentify engaging content for exposure before class;
- P**repare students for the flipped approach by setting expectations.

Visit [How do You Flip a Class?](#) (The University of Texas at Austin) for more information.

Flipping for learning – step by step

Learning outcomes	Planning for learning		Assessments
	F2F activities Articulate a lesson plan for face-to-face activities that are designed for application and problem-solving.	Online learning sequences Plan (also called storyboard) online learning sequences that would support students to acquire foundation knowledge and / or develop baseline understandings so that they could prepare for face-to-face activities.	
	Key words: collaborative; interactive; authentic problems: active learning	Key words: Self-paced; cognitive capacity	
	Create / identify touch points that explicitly link prior online learning with face-to-face activities		
	Producing for learning		
	Resources for classroom activities Produce resources that support face-to-face activities.	Resources for online learning Content resources that support online learning. Learning activities that engage students and guide students through online learning.	
	Key words: Cases; scenarios; handouts; workbook: concept map	Key words: curated resources; instructor-made videos: case studies; diagnostic tasks; formative/summative tasks; discussion or questions	
	Review online learning design from learner perspective		
	Supporting learning		
	Communication and scaffolds Create a communication or scaffolding plan that would guide students through the learning journey and help them adopt desired learning and teaching approaches.		
	Review and revise		
	Key words: self-review; learning analytics; student feedback; peer review		

Flipped classroom – myth buster

Myth *Flipped classroom is all about replacing face-to-face lectures with online videos.*

The focus of flipped classroom design is what students will ‘do’ in the classroom not what students will ‘watch’ online. Flipped classroom is about replacing one-way content coverage type of lectures with interactive learning activities. It is about how we can best use face-to-face classroom time. Asynchronous online learning resources are produced or curated for the purpose of preparation for classroom activities. Whilst students prefer in-person lecture over recorded videos, they much prefer interactive class time over lectures (Bishop and Verleger, 2013).

Myth *Flipped classroom is all about technology and serving students who are not attending classes. Teaching and experienced teachers are no longer valued.*

On the contrary, experienced teaching staff is the key to bringing a flipped classroom to life. As in any other classroom, the dedication to teaching and the passion to the subject from teaching staff are the key factors for student engagement in a flipped classroom. The ability to quickly identify and bridge knowledge gaps, to adapt lesson plans to meet the needs of the cohort, to facilitate, but also close discussions and make meaningful summaries are desirable traits for good facilitators in a flipped classroom.

Myth *Students should take full responsibilities of prior learning and come to my class fully prepared after I flip my unit.*

It is true that the flipped model puts greater responsibility for learning on the students. Taking responsibility of one’s learning progress is an essential step for students to develop self-management skills and high learner autonomy. However, it will not happen by itself. Students need to be guided and supported to develop active learning skills. There are a range of reasons that students may not be prepared for a flipped classroom, including

- being overwhelmed by the volume of prior learning
- failing to see the value of doing preparation work
- lack of time-management skills

Things that you might want to know about flipped classroom

1. Communication is the key to success in flipped classroom design and delivery. It is not about explaining the delivery mode but unpacking the rationale behind the flipped classroom to students.
2. Clear connections between in-class and out-of-class activities, plus well-placed incentives, will help students to prepare for class.
3. When designing online learning sequences, we should take student workload and cognitive capacity into consideration.
4. Collaborative activities are not just about putting students in groups. We need to also be mindful of single activity boredom, when each tutorial is about students discussing in groups and reporting back to the class. There are a wide range of teaching techniques that can be adopted or adapted for active learning. (e.g. debate, role-play, think-pair-share, critique and more at [Active Learning: 101 Strategies to Teach Any Subject](#))
5. [Hang In There! Dealing with Student Resistance to Learner-Centred Teaching](#)



Resources

Books

Bergmann, J., & Sams, Aaron, author. (2015). *Flip your classroom: The workbook : Making flipped learning work for you*. Western Sydney University Library

Reidsema, C., Kavanagh, L., Hadgraft, R., & Smith, N. (Eds.). (2017). *The flipped classroom : practice and practices in higher education*. Springer Nature Singapore.

Highly recommended book written by academics who convey their experience of over 6 years in flipping classrooms particularly in engineering at UQ and UTS.

Research

DeLozier, S., & Rhodes, M. (2017). Flipped Classrooms: A Review of Key Ideas and Recommendations for Practice. *Educational Psychology Review*, 29: 141-151.

Jenkins, M., Bokosmaty, R., Brown, M., Browne, C., Gao, Q., Hanson, J., & Kupatadze, K. (2017). Enhancing the design and analysis of flipped learning strategies. *Teaching & Learning Inquiry*, 5(1).
DOI: <https://doi.org/10.20343/teachlearningu.5.1.7>

McNally, B., Chipperfield, J., Dorsett, P. et al.(2017). Flipped classroom experiences: student preferences and flip strategy in a higher education context. *High Education* 73: 281-298. DOI: <https://doi.org/10.1007/s10734-016-0014-z>

This paper comprehensively explores the student experience in flipped classroom learning and the positive impact it can have on improving student outcomes and active participation.

Zainuddin,Z., & Perera, C. (2017). Exploring students' competence, autonomy and relatedness in the flipped classroom pedagogical model, *Journal of Further and Higher Education*, DOI: <https://doi.org/10.1080/0309877X.2017.1356916>

Whitepapers

Honeycutt, B.(2016). 10 Strategies to Encourage Students to Actually DO the Pre-Class Work in Flipped & Active Learning Classrooms. Retrieved from <https://barbihoneycutt.leadpages.co/whitepaper-opt-in/>, 26 June, 2018.

McLean, S. (2017). Bridging the gap between pre-work and in-class sessions in flipped classroom. Retrieved from <https://www.facultyfocus.com/articles/blended-flipped-learning/bridging-gap-pre-work-class-sessions-flipped-classroom/> , 26 June, 2018.

Website

University of Queensland Flipped Classroom - a comprehensive website which looks at the elements of flipped classrooms including active learning, online engagement, face-to-face engagement, case studies and an OLT Flipped Classroom Project

<http://www.uq.edu.au/teach/flipped-classroom/index.html>

Flipped classroom resources - guides, templates, examples, videos from the University of Adelaide

<https://www.adelaide.edu.au/flipped-classroom/resources/>

The University of Washington Flipping the Classroom - offers a set of resources for those interested in teaching flipped courses that includes quick-start guides, blogs, videos, and articles.

<http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/flipping-the-classroom/>

Yale centre for Teaching and Learning. Active learning strategies for the Higher Ed classroom use like think-pair-share, jigsaw discussions, and idea mapping.

<https://ctl.yale.edu/ActiveLearning>

Video

An Illustration of Flipped Classroom: The Full Picture by Jackie Gerstein

<https://www.youtube.com/watch?v=cXcCBuU3ytU>

How and Where do I start? A Simple Blueprint Exercise

<https://www.adelaide.edu.au/flipped-classroom/resources/blueprint/>

Highly recommended video which demonstrates good practice tips in adapting PowerPoint slides into practical flipped classroom design