Flipped Class Implementation

Why Flip?

"It is the one who does the work who does the learning."
–Terry Doyle

"We only think when we are confronted with problems."
–John Dewey

Implementing a flipped classroom is not about the when and where of activities; instead, it is about how student learning can be best facilitated.

The flipped environment may not be appropriate for every course or for every course session. If you do decide to flip, consider the steps below.

1. **Identify a course learning objective or class session learning objective that might be better addressed in a flipped environment** (what concepts or processes do students typically struggle with?)

   a. When in your course is didactic content easily connected with the larger themes of the course or the discipline?
   b. What content can benefit from students being able to review (e.g. listen to a lecture more than once) and reflect?
   c. What concepts do students typically find difficult or often hold misconceptions about?
   d. Which learning objectives require repeated engagement to master?

2. **Once you've identified your learning objective(s), identify the didactic content that students need to master in order to achieve the objective**

   a. Begin by reviewing lectures or readings you've used in the past
   b. Choose strategies for sharing didactic content
      i. Recorded lectures (Record in the CTL studio or on your own with a variety of tools including Voice Thread)
      ii. Course readings—journal articles at the heart of the discipline (which students can be asked to annotate or engage with in other ways), content specific online texts and resources
      iii. Online practice tutorials
   c. Choose strategies for briefly assessing students' understanding of the content and design mini-assessments.
      i. A brief online quiz to be completed prior to class
      ii. A brief series of questions asked prior to the start of the in-class session
      iii. Any of the activities described as Classroom Assessment Techniques (CATs)

Center for Teaching and Learning
Johns Hopkins Bloomberg School of Public Health
tinyurl.com/jhsphtoolkit

1

3. **Design your in-class session**

    a. Choose and create a mini-assessment or a very brief review of the didactic content
    b. Choose a strategy for connecting the didactic content to the "big picture" of the course
    c. Determine which activities will reveal common misconceptions or knowledge gaps
    d. Consider how students can learn from each other
    e. Identify authentic learning activities (those that mirror what students might do later in their academic or professional careers)
    f. Determine the role you will play during class—learning coach, course resource, mediator, etc.

4. **Consider how you can use technology to facilitate your flipped class**

    a. What materials can you post online?
    b. What technology will help you record a lecture or demonstration (CTL Recording Studio, VoiceThread, Adobe Captivate, Camtasia, etc.)?
    c. What technologies might help you assess student learning during the class session (PollEverywhere, Google docs, etc.)?
    d. What tools will help students collaborate, share, and save their work during class (CoursePlus, Google docs, VoiceThread, etc.)?

Once you've worked through the steps above, pause and think about how much out of class time students will need to spend on the didactic content. You are not adding to existing homework, you are flipping the didactic content and learning activities. Additionally, consider how long it might take students to complete the in-class activities—you don't want to end up with a lot of empty class time or design an activity that they'd be unable to finish (though you can span activities across class sessions).

Finally, share your plan with a colleague and ask for feedback—do your learning activities look likely to facilitate student learning? Have you overloaded your students with outside-of-class work? Are there opportunities for knowledge and progress checks? If it's your first time flipping, try to leave some flexibility in your course design in case changes need to be made. Across the term, keep notes on what works well and what might be improved.

Resources:

Bennett, B., Kern, J., Gudenrath, A., McIntosh, P. (2012, May 3). The flipped class. What does a good one look like? *The Daily Riff*. Retrieved from http://www.thedailyriff.com/articles/the-flipped-class-what-does-a-good-one-look-like-692.php

Bonwell. C. C. & Eison, J. A. (1991) Active learning: Creating excitement in the classroom. *ASHE-ERIC Higher Education Report No.1*. Washington DC: George Washington University.

Honeycutt, B. (2013, March 25). Looking for 'flippable' moments in your class. *Faculty Focus.* Retrieved from http://www.facultyfocus.com/articles/instructional-design/looking-for-flippable-moments-in-your-class/

Mills, B.J. (2012). *Active learning strategies in face-to-face courses*. IDEA Paper #53. Manhattan, KS: The IDEA Center.

Center for Teaching and Learning
Johns Hopkins Bloomberg School of Public Health
tinyurl.com/jhsphtoolkit

2