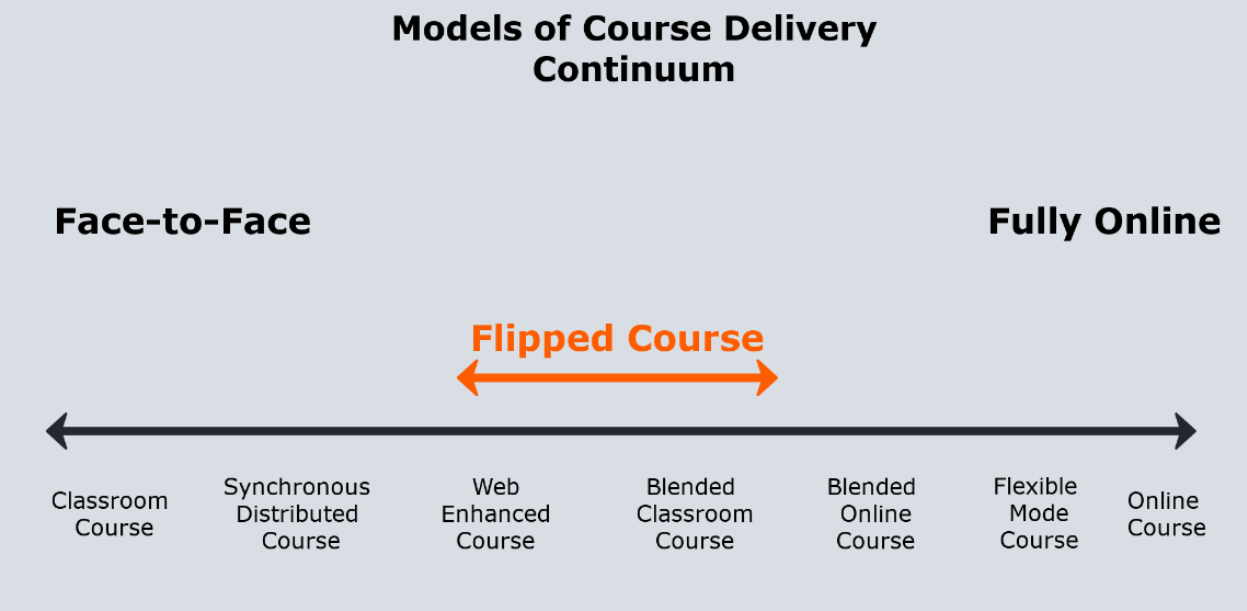
DEPARTMENT OF
TEACHING AND LEARNING SUPPORT SERVICES
Institute for Teaching and Learning Excellence

Models of Course Delivery: Flipped Course

A **Flipped Course** tends to fall somewhere along the continuum near a *Web-Enhanced Course* or a *Blended Classroom Course*. This variation is because the *model* of the course is not the defining characteristic. Rather, it is the organization of in-class activities and outside-class activities that cause a class to be considered "flipped."



In a traditional course, students attend a face-to-face lecture—which is often their first exposure to the material—and then they apply and assimilate this content through homework assignments. In a Flipped Course, these happenings are reversed. The lower level reasoning—being introduced to new concepts and remembering key ideas—happens as the homework piece. The harder work of applying, analyzing, or evaluating is done during the face-to-face class. For example, in a traditional class, students may hear a lecture on children's typical levels of development. Then for homework, they would be assigned a case study to analyze and apply their understandings of these levels.

If the class is flipped, the situation is reversed. Students might read or watch a video about children's typical levels of development prior to attending class. Then during the face-to-face class time they would analyze the case study. Similarly, an instructor might ask students to read the case on their own, but the heavy cognitive lifting of analyzing and applying happen face-to-face.

Whereas the traditional form of instruction requires students to undertake the more cognitively demanding tasks on their own in the form of independent homework, the flipped model allows students to undertake challenging cognitive tasks with the support of peers and the instructor. And they receive this support in real time!

If the idea of a Flipped Course interests you, here are some points to consider:

- Determine how students will gain their first exposure to material. It might be through reading a textbook, viewing a narrated PowerPoint, or watching a video.
- Hold students accountable for completing the preparation. Low-stakes tasks that offer points toward a student's grade typically work best. For example, they may take an online quiz, complete a short "notes with gaps" page, or attempt a problem related to the content.
- Use the information gained from these accountability tasks to guide your face-to-face instruction. For example, if students take an online quiz, quickly scan the responses looking for common errors. Then start the face-to-face class by clarifying the content.
- Perhaps most importantly, use in-class activities that promote higher-order thinking on the part of students. Ideally, this face-to-face time should deepen students' understandings. Perhaps they will apply the information to a relevant case or relate the information to equations that will be solved. Maybe they will synthesize this information and connect it with previously learned content. Regardless, the work done during this time is intentional. Students are actively involved in making sense of the big ideas and you continually assess and support their attempts.

Flipping a course does not have to be viewed as all or nothing. If you would like to try flipping even a small portion of coursework, let us know. We will gladly support you.

Reference:
Mayadas, F., Miller, G.E., & Sener, J. (2015, July, 7). Updated e-learning definitions. *OLC Insights*.