

Why not try a flipped classroom?

First...*what is a 'flipped classroom'?*

The flipped classroom describes a **reversal of traditional teaching** where students first gain exposure to new material outside of class, usually via reading or lecture videos, and then class time is used to do the harder work of assimilating that knowledge through strategies such as problem-solving, discussion or debates ([Vanderbilt University, Center for Teaching](#)).

In the flipped classroom, the **roles and expectations** of students and teachers change where:

- students take more responsibility for their own learning and study core content either individually or in groups before class and then apply knowledge and skills to a range of activities using **higher order thinking**,
- teaching 'one-to-many' focuses more on **facilitation** and moderation than lecturing, though lecturing is still important. **Significant learning opportunities** can be gained through facilitating active learning, engaging students, guiding learning, correcting misunderstandings and providing timely feedback using a variety of pedagogical strategies,
- there is a greater focus on **concept exploration, meaning making** and **demonstration** or application of knowledge in the face-to-face setting as shown below:

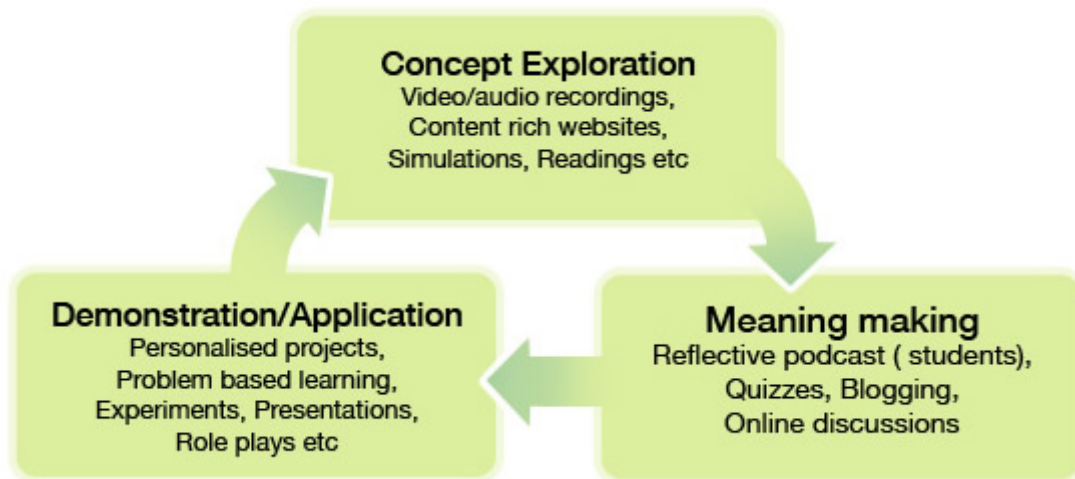


Diagram 1: Learning opportunities of the flipped classroom (adapted from Gerstein)

Educational technologies are an important feature of the flipped classroom as they can be used to:

- **capture key content** for students to access at their own convenience and to suit their pace of learning (e.g. lecture material, readings, interactive multimedia),
- **present learning materials** in a variety of formats to suit different learner styles and multimodal learning (e.g. text, videos, audio, multimedia),

- **provide opportunities for discourse** and interaction in and out of class (e.g. polling tools, discussion tools, content creation tools),
- **convey timely information**, updates and reminders for students (e.g., micro-blogging, announcement tools),
- **provide immediate and anonymous feedback** for teachers and students (e.g., quizzes, polls) to signal revision points,
- **capture data** about students to analyse their progress and identify 'at risk' students (e.g., analytics).

How do I go about it?

To give you some ideas, have a look at some case studies:

<http://www.uq.edu.au/tediteach/flipped-classroom/what-is-fc.html>

As you can see, there are a variety of useful ways to set up a 'flipped classroom'. Here is one teaching and learning plan. It is the one used in RELN1001 Belief and Unbelief:

Before the contact time

1. **Online Presentation** (weeks 4-12). 25-30 minutes. *Introducing the topic.*
 Assessment Task: Unpacking the presentation. 1 mark per week
 - a. Briefly outline 3 main ideas (9-12 sentences total)
 - b. What was one thing that you were puzzled by or don't agree with and why? (2-4 sentences)
 - c. What is a question that you would like answered in class? (1 sentence).
2. **Set Readings** (weeks 3-12).
 Assessment Task: Responses to 4 'Study Questions' that pick up the main ideas/arguments etc.
3. **Knowledge-Making in the Arts, Humanities, and Social Sciences**
 The KM tool added as a content area on Blackboard.
 E-mail goes out to students with information on how to get the best out of this valuable learning aid.

In weeks 2 and 3, conduct short training sessions on how to work effectively as a group.

In contact time

- A. General pattern
 1. **Input.** *Going deeper into the topic.* 30 minutes. Echo 360 for internals and flexible delivery students: record first 30 minutes, Q&A, and student reports.

2. **Group Work.** Groups of 10. Ensure one laptop per group. NP and tutors check the roll. 1 mark for active participation.
 - a. First 35 minutes: Go through some of the “unpacking the presentation” responses. Group leader selects 3 or 4 to give their answers to 3 main ideas in presentation etc. (10-15mins) to initiate conversation. Group agrees on 2 or 3 questions (in relation to presentation) for the lecturer (5-10 mins). Post on Padlet. Lecturer posts 3 or 4 from flexible delivery cohort prior to session. Lecturer responds (15-20 mins).
 - b. Next 30 minutes: Groups discuss Study Questions (15 mins). Lecturer and tutors circulate. Spokesperson from groups presents main ideas and lecturer interacts.
- B. Debates (weeks 5 Problem of Evil and 11 Religion and Science)

Topics:

Problem of Evil: The fact that there is so much suffering in the world provides strong evidence that God does not exist.

Religion and Science: A scientific approach to the world renders highly implausible central religious beliefs such as divine creation of the world, miracles, and an afterlife.

Format

2 speakers for the affirmative and for the negative. The speeches are based on essays written for assessment.

Each initial speech 8-10 minutes.

5 mins to prepare rebuttal.

3-4 mins one speaker only to present rebuttal.

Assessment

1. 10 marks for weekly responses to online presentation.
2. 10 marks for weekly responses to 4 study questions.
3. 10 marks for participation in in-class group activities.
4. 15 marks for take home exam (5 questions each 200 words)
5. 20 marks for debate (800 words)
6. 35 marks for final essay (1500 words).

All the best with your trial of the flipped classroom!