Tell me and I forget.
Show me and I remember.
Let me do and I understand.

-Confucius

January 17, 2014
What is “Flipping the Classroom” and why do it?
Blackboard Responses

• Here’s what you said/raised
  • Will students do the work?
  • All small groups?
  • What’s my role?
  • How much to flip?
  • Can flipping work in large classes?
  • “Not our students”
Definition

• Using what you now know, write down what the phrase “flipping the classroom” means to you.
The Flipped Classroom

**Before**
Students prepare to participate in class activities

**During**
Students practice applying key concepts with feedback

**In Class**

**Out of Class**
Students check their understanding and extend their learning

**Goal**

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Ideas Today That You Can Use Next Week
<table>
<thead>
<tr>
<th></th>
<th>Traditional Instruction</th>
<th>Learning-Centered Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention after 15 mins</td>
<td>10%</td>
<td>more than 90%</td>
</tr>
<tr>
<td>Gain in Conceptual</td>
<td>25%</td>
<td>50-70%</td>
</tr>
<tr>
<td>Understanding</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Case Study: Background

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Ideas Today That You Can Use Next Week
Every course has a history. What are the factors that are driving your decision to flip? What are you hoping to achieve by flipping this class?

Write – Pair – Share
Developing YOUR Flipped Class

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Ideas Today That You Can Use Next Week
Column 1: Learning Outcomes

- What do you want students to learn?
- Are your goals student-centered and active?

• Take 4 min to define your outcomes.
• Share with a partner (4 min)

• Are the outcomes enduring?
• Are they measurable?
• Do students know why the outcomes are important?
Case Study: Designing the Flip
Examples of In-class Activities

- Discussions
- Peer Instruction
- Peer Assessment
- Formal and Informal Group Work
Examples of Out of Class Activities

- Panopto, Screen Casting, Webcam, Doceri
- TED Talks and You Tube Videos
- Links (websites, on-line courses)
- Background Reading
Consider how in class and out of class activities will inform each other.
Column 2 and 3: Activities

- What will be moved out?
- How will you use liberated class time?

- Take 10 min to fill out columns.
- Share with a different partner (5 min)

- Consider: How do the two relate?
Case Study: Preparing Students

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Ideas Today That You Can Use Next Week
Preparing Students

How do you think your students might react to the flip? Write down one reaction.

Share out.

Group Discussion: What strategies might you use to prepare students for the flip?
Assessing the Outcomes

- Do your assessments need to change?

- Is there more room for assessment in the new model?
Column 4: Assessment

- How will students demonstrate they’ve achieved your outcome?
- What evidence needs to be collected?

- Take 5 min to fill out column 3
- Share with a partner (5 min)

- Grading considerations? To assign group or individual grades?
Case Study: Evaluation

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Ideas Today That You Can Use Next Week
Assessing the Process

- Students’ reactions (online surveys)
- Compare with traditional methods (if applicable)
- Did flipping work for you?
Questions?

- David Way
dgw2@cornell.edu
- Rob Vanderlan
rjv23@cornell.edu
- Paul Notaro
pcn36@cornell.edu
- www.cte.cornell.edu

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Ideas Today That You Can Use Next Week
Share Initial Plan

Paired discussions:
• Share your initial plan, including what and why… (15m total)
• Give and receive feedback

Large group: What came up? What questions remain?
Sharing your plan

- 2 groups of 5 (count off!)
- Share your plan (PPT or paper)
  - 5 min discussion of plan (What, why, & how)/5 min of Q&A

Large group share:
- One outcome + activity

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Ideas Today That You Can Use Next Week
Homework...

**Design** a question that tests the outcome(s) you identified. **Arrange** for the someone you worked (at your tables) with to visit the class you just discussed.
• How does this activity support the outcome?
• What questions/prompts will you use? What materials?
• How will students be working (groups, pairs, ind.)?
• How will they get feedback?
• What will they (students) produce?

During Break Consider…

Jot down answers individually (10m).
Share with a partner – discuss pt #1