

## **Practical Strategies for Flipping Your Class**

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### ***What is a flipped classroom?***

In a traditional classroom, the instructor lectures on the most important material.  
Students apply the concepts outside of class.

In a flipped (inverted) classroom, students are predominantly exposed to the lecture material outside of class.  
Students spend class time engaged in active learning.

### ***Ask Yourself the Fundamental Question***

In order to help my students learn,  
what is the best use  
of my face-to-face time with them?

Corollary: If my students actually read the text and came to class prepared, what would I choose to do with my class time?

### **Get Clear on Why You Want to Flip Your Class**

A Few Possible Reasons

- administrative pressure
- increase student learning
- portfolio
- sounds interesting / ready to try something new

### **Deciding on a Course to Invert**

*Choose a course you know well.*

- be familiar with the concepts that the students pick up easily and the concepts the students struggle with
- draw upon course resources that you've previously created

### **Start From the Learning Objectives**

#### **1. What are the course's current learning objectives?**

Are they *measurable*?

Do they need to be revised/updated?

**2. For each learning objective, specify appropriate intermediate learning objectives.**

Examples from Principles of Microeconomics:

Course Learning Objective *Explain the features and implications of competitive and noncompetitive market structures.*

Intermediate Learning Objective (1 of several)

*Graphically illustrate the profit-maximizing level of output and price for a firm in a monopoly market.*

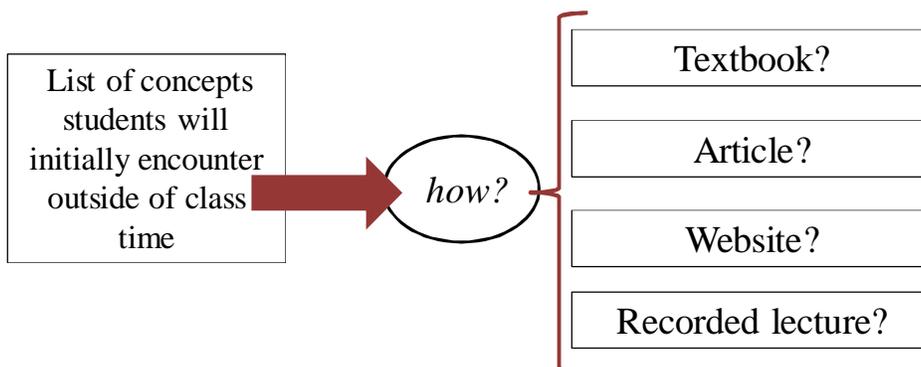
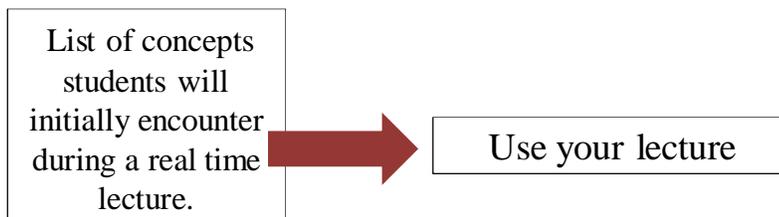
**3. For each intermediate learning objective, list the necessary fundamental concepts.**

*Fundamental Concepts*

- profit maximization rule (marginal revenue, marginal cost)
- graphs of cost curves (types of costs)
- price determination

**4. For each fundamental concept, how necessary is it that you lecture on the concept *in real time*?**

- Is the text clear and the concept readily understood from reading?
- Is it helpful that the students hear the concept explained by you, but not necessarily in real time?
- Is it a concept that really is best learned with you lecturing and allowing for student questions along the way?



## **Planning the Class Time**

### **1. Check to see that students have come prepared.**

- online questions prior to class
- “ticket” to participate
- brief quiz

Be sure to incentivize the preparation.

- give it some weight in the course grade

Allow for the concept of a “pass” (perhaps 2).

- can be used if not prepared
- can be used if not in class

### **2. Decide on an active learning technique for applying the concept and discovering more concepts**

- case studies
- classroom experiments
- discussion
- cooperative learning
- context-rich problems
- clickers
- interactive lecture demonstrations
- Just-in-Time Teaching

### *Very helpful books*

Helping Students Learn in a Learner-Centered Environment by Terry Doyle (Stylus Publishing)

Learner-Centered Teaching by Maryellen Weimer (Jossey-Bass)

Developing Learner-Centered Teaching by Phyllis Blumberg (Jossey-Bass)

### **Cautions**

1. Flipping a course is time consuming.
2. When you examine your course learning objectives, you might find yourself re-thinking your whole course.
3. Students can be resistive to learner-centered courses.
4. Use technology judiciously.
5. Does your institution have different fees for “hybrid” classes?