DURHAM TECH
Organizational Development and Learning

Teaching Guide

Flipped Learning: Transforming Your Classroom

Defining Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

 This definition is a variation on one given by the Flipped Learning Network.

Group Learning Space:

- *Group learning space* refers to any context in which students are assembling to learn as a group. For traditional face-to-face courses, this means "class time". **For online courses, this could mean times when the class meets at the same time virtually or a chat program to discuss things with the instructor,** or a stretch of time where interaction takes place on a discussion board.

Individual Learning Space:

- *Individual learning space* refers to any context in which students are learning outside of a formal group setting. For traditional face-to-face courses, this refers to time and space in between class meetings --- even if students work as a group (for example through an informal study group). For online classes, this refers to time and space spent by the student to work independently (again, whether or not s/he works with others).

The role of the educator

Primarily acts as a facilitator, guiding students through active learning activities, facilitating discussions, providing support for problem-solving, and ensuring students can apply the knowledge gained from their pre-class learning rather than delivering direct lectures during class time.

Passive vs Active Learning

Passive learning is instructor-centered. This means you as the student will attend a professor's lecture and then internalize the material through re-reading notes or highlighting large chunks of information when reviewing. However, this often leads to a very surface-level understanding of the key concepts, creating an "illusion of knowledge." This means you think you are familiar with the material because you have been exposed to it several times. In reality, you have done little to no further analysis on what you just learned, and the information is not stored in your long-term memory for you to recall during an exam.

Active learning, on the other hand, is student-centered. In other words, you as the student will internalize the material through hands-on and interactive engagement such as teaching the material to someone or using the Anki (flashcard) method. Research shows that students with higher performance scores may not necessarily study longer than their counterparts are instead likely to study differently by using active review and repetitive rehearsal for storing information in long-term memory.

Source: Active vs Passive Learning: https://academicsupport.jhu.edu/resources/study-aids/active-versus-passive-learning/

Tools to support Flipped Learning

Canvas – Allows small group discussions, creation and storage of videos BigBluebutton Warpwire

Ask AI

Microsoft Teams- creating videos, polling, use and saving whiteboard information

Warpwire Powered By Cadmium

Camtasia Video capture and editing tool

Microsoft forms

Screencastify- creating videos screen capture

H5P is an abbreviation for HTML5 Package, and aims to make it easy for everyone to create, share and reuse interactive HTML5 content.[2][3] Interactive videos, interactive presentations, quizzes, interactive timelines and more[4] have been developed and shared using H5P on H5P.org.

HyperDocs

Hyperdocs –A "hyperdoc" is a digital document that functions as a comprehensive lesson plan for students, providing them with all necessary learning materials and activities through hyperlinks within a single document it's a centralized hub for a learning cycle with embedded resources like videos, articles, and interactive elements.

This Procedure is a derivative of **Seven Steps to Flipped Learning Design: A Workbook,** Robert Talbert, Ph.D. http://google.com/+RobertTalbert

Step 1: Come up with learning objectives

What we are going to do in this step

In this step, we are going to **create a list of concrete, measurable learning objectives** for the lesson that you have chosen.

Create 3-5 concrete measurable learning outcomes. You can use Blooms Taxonomy to help you in creating your learning outcomes.

- Outcome
- Outcome
- Outcome
- Outcome
- Outcome

Step 2: Remix the learning objectives in order of complexity

What we are going to do in this step

In this step, we are going to take the learning objective list from Step 1 and reorder it according to the cognitive complexity of the tasks from simplest to hardest.

An example: Outcomes for a workshop

Least complex	More complex
• Defining flipped learning	• Develop a flipped learning lesson.
• Explain the difference between the group and individual space.	• Reflect on the activity of designing a flipped lesson.
• Differentiate direct and active instruction.	
• Discuss tools that support the flipped model	

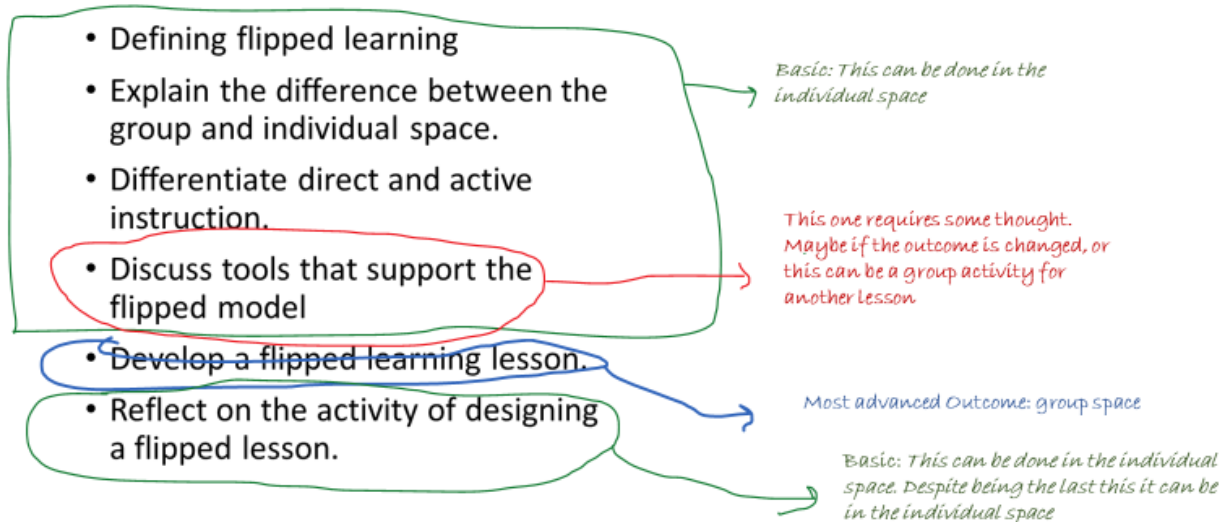**Step 3: Split up the list of learning objectives**

What we are going to do in this step

In this step, we will return to our ordered list of learning objectives and split it into two lists: Basic Objectives and Advanced Objectives.

An example

- Defining flipped learning
- Explain the difference between the group and individual space.
- Differentiate direct and active instruction.
- Discuss tools that support the flipped model
- Develop a flipped learning lesson.
- Reflect on the activity of designing a flipped lesson.

Workshop Outcomes Re-sequenced

- Defining flipped learning
- Explain the difference between the group and individual space.
- Differentiate direct and active instruction.
- Discuss tools that support the flipped model
- Develop a flipped learning lesson.
- Reflect on the activity of designing a flipped lesson.

Basic: This can be done in the individual space

This one requires some thought. Maybe if the outcome is changed, or this can be a group activity for another lesson

Most advanced Outcome: group space

Basic: This can be done in the individual space. Despite being the last this it can be in the individual space

Sorted!

Basic
- *Defining flipped learning*
- *Explain the difference between the group and individual space.*
- *Differentiate direct and active instruction.*
- *Reflect on the activity of designing a flipped lesson.*

Advanced
- *Discuss tools that support the flipped model*
- *Develop a flipped learning lesson.*

Step 4: Outline the group space activity

What we are going to do in this step

In this step, we are going to **outline the main activity or activities that students will do in the group space**.

Consider average timing for a 50-minute class group outline.

- First 5 minutes

- Next 25 minutes

- Last 10 minutes

Step 5: Finish making the group space activity

What we are going to do in this step

In this step, we will **finish the details of the group space activities we outlined in Step 4**.

Consider the following when refining this activity

- Is the activity aligned with the advanced outcomes?

- Are there 3 parts to your group activity (Is it too simple, Is it too advanced? Is it none productive or redundant? (Busy work?)

- Are the activities substantive, challenging, appropriately pitched to the audience?

- How will you assess student's progress through this activity?

- Do other activities (entrance quizzes, exit tickets) make sense in the overall context of the class session? Do they take up too much time?

Step 6: Design the Guided Practice for pre-class work

What we are going to do in this step

In this step, we will write up the activity that students will do in their individual space to prepare for the group space activity. The model presented here is called Guided Practice.

A Guided Practice activity consists of five parts:

1. **Overview**. This is a short, one-paragraph overview of the material students are about to encounter, with an emphasis on how it connects to other things they have learned.

2. **Learning objectives**. Here we simply reproduce the split list of learning objectives, clearly labeled "Basic" and "Advanced" so students will know, that we created in Step 4. This way, students will know exactly what is expected of them in the Guided Practice activity (by reading the Basic list) and in the lesson as a whole (by reading the Advanced list).

3. **Resources for learning**. This consists of a recommended "playlist" of items that will help students engage with the basic learning objectives productively and set themselves up for success in the exercises that are coming up. Here we list any text, video, multimedia, or other resources that would be helpful for these tasks.

4. **Exercises**. This section is the main area of activity for students. It consists of a small list of exercises that will instantiate the Basic learning objectives -- giving students the "practice" part of Guided Practice.

5. **Instructions for submitting work**. In the final section we give clear instructions on how to submit work.

Example: Flipped learning workshop

Flipped Learning: Transforming Your Classroom

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Lesson Guide

Overview: In this workshop we will be going through the process of designing a flipped lesson. The structure of this workshop will include pre-class activities, in class activities and post class activities. The pre-class activities help you connect to the activities in the workshop, that is, the doing part of the lesson.

Learning objectives:

1. Defining flipped learning
2. Explain the difference between the group and individual space.
3. Differentiate direct and active instruction.
4. Develop a flipped learning lesson.
5. Discuss tools that support the flipped model
6. Reflect on the activity of designing a flipped lesson.

Resources for Learning:

Pre-work resources

- Flipped Learning: Definition explanation https://youtu.be/qgs-96coZ30?si=AJqIjOvFqFltCUbh
- What is active learning? https://youtu.be/D8Wc3eSRaLE?si=MRufWr4wBwc_yp1T
- Introduction to Flipped Learning: https://youtu.be/quoTkqqavlY?si=uqdXYZYOyPcb7nQK
- Flipped Learning Notes Sheet.
- Flipped Lesson Workshop Guide

Additional Resources will be shared in the workshop.

Exercise:

Watch the videos and review the definition sheet, take notes and reflect using the following questions. The videos are less than 10 minutes each, and the definition sheet should support your understanding of the concepts we will be discussing.

1. What are the key elements of flipped learning?
2. How is flipped learning different from traditional learning methods?
3. How does this differ from your current teaching approach?
4. Did you learn anything new?
5. Is there anything you disagree with?

Instructions for submitting work

Recommendation: Guided Practice Assignments should be graded on a Pass/Fail rubric, on the basis of completeness effort and timeliness only

Step 7: Write up post-class activities

What we are going to do in this step

In this step, we will **design any activities that are intended to take place after the group space activity from Steps 3 and 5 is over**.

Consider

- What advanced outcomes from your list will need further attention after the group space activity?

- What learning outcomes would benefit further practice?

- What activities outside of class would provide further depth and breadth with basic learning outcomes?

- Make a list of activities to assign for post class work. Estimate the time required for the average student to complete these activities.

- Look at the time estimates for the post and pre-class activities "out of class work" should average about 2-3 times the amount of time spent in class.

Example: Workshop on designing the flipped classroom.

Post workshop activity

- Complete workshop evaluation (Reflection)
- Reassess your lesson. Is there any outcome that may need revisiting or further exploration?
- Implement the changes to a class.
- Assess the result of the changes.

References:

- Flipped Learning: Definition explanation https://youtu.be/qgs-96coZ30?si=AJgIjOvFqFItCUbh
- What is active learning? https://youtu.be/D8Wc3eSRaLE?si=MRufWr4wBwc_yp1T
- Introduction to Flipped Learning: https://youtu.be/quoTkqgavlY?si=uqdXYZYOyPcb7nQK
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