

# LEARNING

## DEVELOPMENT & SUCCESS

### LDS “How to” Series: Approaching the Flipped Classroom

#### What is a flipped classroom?

The flipped classroom is one where students are given learning materials before class time, and explore the concepts from the materials during class activities<sup>1</sup>. This puts the responsibility of learning on students and sets the expectation that students come to class prepared. There are many benefits of a flipped classroom structure, but learning how to thrive in the flipped classroom can take practice.

#### What do I need to thrive in a flipped classroom?

Thriving in a flipped classroom is all about preparation. In a flipped classroom, you will receive lecture materials and readings prior to class<sup>2</sup>. Instead of being dedicated to didactic learning, class time is then dedicated to active learning experiences. To participate during in-class activities, you will need to have interacted with the course material before class<sup>1,2,3</sup>. This may seem very time consuming, however studies have shown that students in a flipped classroom tend to retain information longer than traditional classes<sup>3</sup>.

#### How do I know what to learn?

The amount of material you receive prior to class time is variable. Sometimes, professors will ask you to watch an entire lecture<sup>3</sup>. Some professors will ask you to read about a broad topic. Part of learning in a flipped classroom is determining the depth of knowledge you are required to have. You can find this using your **learning objectives**, which are often outlined in a course syllabus, or more directly for each lesson on your learning platform.

Learning objectives are intended to help students understand what is expected of them<sup>4</sup>. They are statements which can be used to guide your learning and anticipate topics on your assessments. Learning objectives will also explain the depth of understanding that is expected<sup>5</sup>. For example, words like “choose”, “name” or “select” indicate that recognition of a concept is expected. Words such as “compare”, “justify” or “hypothesize” indicate that a greater depth of understanding is expected<sup>5</sup>.

#### Where do I start?

Learning in a flipped classroom can feel overwhelming. The best place to start is with the learning materials that you have been given by your professor. Read or watch the learning materials that they have provided to you. Then, use your learning objectives to guide your studies following this.

Questions to ask yourself include:

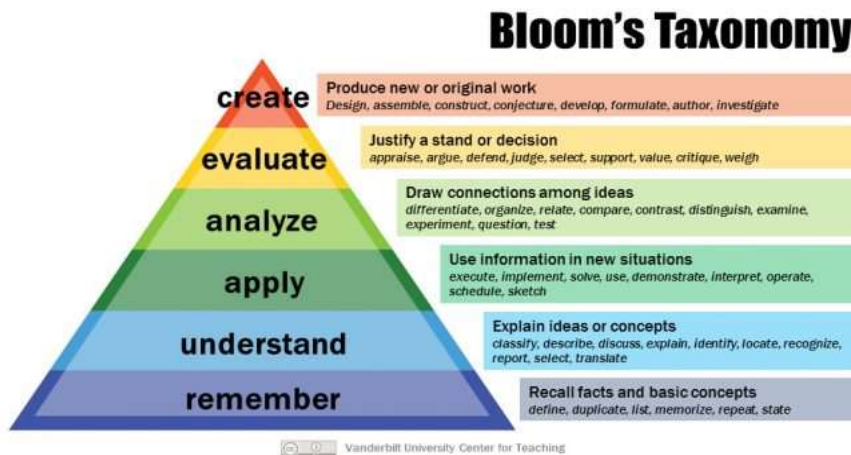
1. Are all the learning objectives included in the provided material?
2. What research do I need to do to meet the learning objectives?
3. Has the professor provided suggested resources?
4. How does this lesson connect to the ones I have already learned?
5. Which questions may I be asked during class time?

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### Getting Started

Using your learning objectives as a guide, you can start a list of topics that you need to cover. From here, you can determine the depth of understanding that is required of you. If it is helpful, you can refer to Bloom's Taxonomy (below) as a guide. Bloom's taxonomy is a hierarchy that can be used to explain different cognitive processes that happen during learning<sup>6</sup>. It is intended to be sequential; to apply a concept you must first understand it. However, we know that you can use multiple levels of the taxonomy at once.



A useful study tool is to prepare for your in-class sessions in the same way that you will be expected to use the information. For example, if you are expected to analyze concepts in your class, then you should practice doing this while you prepare.

### Make the most of it!

There are many benefits of learning in a flipped classroom. There is more interaction between learners and the professor<sup>3</sup>. Learners are more likely to retain material and can move through more content than a traditional classroom approach. Learners can also move through content at a pace that is comfortable for them. As a result of the interactive component, you will improve your problem-solving skills, time management skills, and comfort with challenges<sup>3</sup>.

The flipped classroom is most effective when learners buy into it – meaning that the experience of a flipped classroom is what you make of it. The effort that you put into learning the material and participating in class activity will be mirrored in your grades and your retention of the material. There may be a learning curve when starting off in a flipped classroom, but you'll likely find that the effort you put in at the beginning is well worth the payoff at the end.

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3. *Flipped Classroom*. (N.D.). The University of British Columbia. Accessed 17/10/2023. <https://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>
4. Orr, R.B., Csikari, M.M., Freeman, S., Rodriguez, M.C. *Writing and Using Learning Objectives*. (23/08/2022). C.B.E. – Life Sciences Education. Vol. 21, No. 3. Accessed 17/10/2023. [https://www.lifescied.org/doi/10.1187/cbe.22-04-0073#:~:text=Learning%20objectives%20\(L.Os\)%20are%20used,completing%20a%20course%20of%20study.](https://www.lifescied.org/doi/10.1187/cbe.22-04-0073#:~:text=Learning%20objectives%20(L.Os)%20are%20used,completing%20a%20course%20of%20study.)
5. *Writing Course Goals/Learning Outcomes and Learning Objectives*. (N.D.). Centre for Excellence in Learning and Teaching, Iowa State University. Accessed 17/10/2023. <https://www.celt.iastate.edu/instructional-strategies/preparing-to-teach/tips-on-writing-course-goalslearning-outcomes-and-measurable-learning-objectives/#:~:text=Effective%20learning%20Objectives%20need%20to,or%20E%2%80%9Cbe%20aware%20of%20E%2%80%9D.>
6. Image: Armstrong, P. *Bloom's Taxonomy*. (2010). Vanderbilt University Centre for Teaching. Accessed 17/10/2023. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>