

Flipped Classroom Badge
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A flipped classroom is a teaching tool in which students watch short lecture videos before coming to class and then spending in class time doing exercises, projects or discussions. The purpose: redistributing classroom time with opportunities for active learning, hands on activity and the opportunity for inquiry on the lectures that the students watched before coming to class.

Teaching this way offers many unique benefits.

- 1) The first benefit is that this method helps to transform the role of the teacher/student. In a flipped classroom, the teacher becomes more of a coach or an advisor instead of a lecturer. And learning falls more heavily on the shoulders of the students. Instead of the material just being served to the student, they are allowed to experiment and explore learning, pushing them to become a more engaged, self-authored student.
- 2) The classroom environment also changes greatly. In lecture style classes, students focus intently on trying to capture all of the information that is being presented in the class without actually stopping to reflect on the material being presented. In the lecture-based model, students are just far more concerned in trying to capture the word for word of the professor instead of understanding the theories presented. Active learning requires that the student have time to reflect upon the material and then put it into practice using hands on activities. Giving students the opportunity to think about the information before coming to class and having to discuss it gives them the opportunity to be more prepared for the class and to engage in the scholarship.
- 3) Oftentimes there is a lot of "errors in thinking" in the classroom. Giving the professor the opportunity to watch students and engage students in hands on activities through active learning will allow the professor to spot these errors in thinking and correct them before they become habitual trains of thought.
- 4) Having pre-recorded lectures offers students the opportunity to kind of learn at their own pace. Having the opportunity to watch and re-watch, fast-forward and rewind the lecture can help them to fully grasp the material. This can also be beneficial for students with learning disabilities or international students where English may not be their first language.

The benefits of the flipped classroom are great, however there are some

downsides to the flipped classroom model. The first major reason is that the flipped classroom model requires work. In order to accurately integrate the out-of-classroom lectures with the in-class experiences takes prior proper planning. It is hard for teachers and professors to dedicate and devote time to flipping their classroom when they have so many other obligations.

Another obstacle to the flipped classroom idea revolves around technology. The concept only works if the students can watch or participate in the lectures outside of class and then bring the learning into the classroom. Many students may not have access to the appropriate technology in order to watch or access the lectures prior to class. This is especially true for low-income environments. Lastly, some students may not get the full value of the flipped classroom in light of the fact that you can watch the lectures outside the classroom. If a student feels that the lecture can be viewed any time online, why go to class or more importantly, why even pay the high tuition dollars if the main focus of the in-class lectures were moved outside for anyone to watch. The true value of the flipped classroom is the hands on activities and discussions that happen inside the classroom, so if a student creates the mindset that they no longer have to go to class because they can watch the class lectures online, their learning will not fully be enhanced from the model.

I do think that professors should indeed make their own videos because I think it builds the rapport and connection with the students. Seeing the professor, whether it be standing up in front of the classroom or video recording the lecture, shows the full breadth of understanding that the professor has of the material. I think that allowing the professor to create their own videos also allows them to be creative and think outside the box – the lecture is no longer just the lecture but requires a way that will engage students through these videos. With that though I can see some problems with faculty.

This is obviously going to require that the faculty develop new skills and become more comfortable with filming videos. I would imagine that this system could get very tedious and monotonous (just like the typical in-class lecture). I am also slightly afraid that the faculty are going to use these videos as a crutch to just stand behind the camera and talk instead of thinking outside the box. This is not going to work nor be acceptable if the goal is to instill a new energy into the classroom model. Earlier I mentioned that the value of the flipped classroom is the in class hands on

activities, but those activities will never become a full reality if the out-side the classroom lectures do not capture or engage the student and encourage them to learn the material.

I do think that at some point if I continue teaching that it could be fun to try flipping the classroom. To me, I am not a fan of in-class lectures. I think that education needs new ideas and more energy that just is not completely captured in a 50 to 90 minute lecture. For me, I want the student to have the greatest possible experience and I think that offering as many new techniques as possible will help keep the class on their toes as they experience new models of teaching. I think having some classes lecture based, some classes flipped, some classes using emerging technology such as digital badges, etc can all really be beneficial in helping reignite the enthusiasm and excitement in the classroom.