Commit to Flipping Without Making a Full-Time Commitment

Erin Hill, Ph.D., Lecturer, UW Bothell, ehill@uwb.edu, (425) 352-3607

Linda Martin-Morris, Ph.D., Principal Lecturer, UW Seattle, lmorris@uw.edu, (206) 616-9765

A flipped classroom is one in which passive acquisition of content material happens outside of class, saving in-class, face-to-face time for more active, student-centered activities. We describe two very different contexts (two classrooms, two sizes, two subjects, two campuses) in which we have flipped our classrooms without spending excessive time in preparing the out-of-class learning “environment”. In class 1 [UWB, introductory physics], students prepare for active in-class work through guided viewing of common-source video recordings and textbook readings. In class 2 [UWS, junior-level biology], students prepare for two weeks of in-class work by viewing an instructor-generated 20-minute lecture. For both class 1 and class 2, students come prepared to class meetings in order to work with peers on content-broadening and deepening activities. These activities include solving problems, peer-instruction, discussions, building models, and video-conferencing with off-campus experts. Instructors are free to use class time to interact with students as they engage in these endeavors, to hear what they are thinking and why, and to re-direct wayward students. Instructors also, frankly, get the pleasure of working WITH student learners, enhancing the classroom experience for instructors as well. Our poster will describe these two learning contexts. We will offer examples of in- and out-of-class tasks. We will also offer “lessons-learned” that direct us toward improving both in-class and out-of-class activities and student performance and engagement. Lastly, we will offer a proposal for how we might assess this learning environment both during the course of a quarter and beyond, to subsequent classes.