

TEACHING ELEMENTS FLIPPED CLASSROOM SCENARIOS

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This model of course design gets its name because faculty “flip” the types of activities usually done in class and the types of activities usually done outside of class. Instead of using class time to focus on the content, students view and interact with content outside of class. In-class time is focused more on engaging with the content through discussion, activity, and practice/application. Chances are you have already flipped some aspects of your courses. And, to be effective, you do not have to completely eliminate all in-class content delivery.

MATH COURSE SCENARIO

You create lectures where you describe mathematical principles and demonstrate problem-solving. Students view a given lecture before class and complete a [Muddiest Point](#) formative assessment to identify their areas of greatest confusion, which they post to a course blog site.

You review the blog entries and prepare in-class practice to help clarify areas of common confusion. You provide students with team-based and individual practice/application exercises and circulate to coach those who are struggling.

Students can revisit video lectures as often as they need/want to in order to prepare for exams.

SCIENCE COURSE SCENARIO

You identify existing video content related to the course topic, environmental impacts of the tsunami. Students are asked to view the video content and complete an assignment to create a photo essay/collage of the key points they gleaned from the video content.

Students present their photo essay/collage in small groups, and each group develops a set of hypotheses about the long-term environmental impact of the tsunami, to share with the larger group.

Students may revisit the videos and the student photo essay/collages when working on a project or paper for the course.

HISTORY COURSE SCENARIO

You identify films from a time period/country your class is studying. Students view the films before class.

In-class, students work in groups to research one aspect of the socio-political climate they observed in the film. You assist groups in determining credible/reliable sources for their research and fill in gaps in understanding as needed. Students present on their findings and the presentations are videotaped, making them available for students when they are reviewing for an exam.