Flipped Learning

What is Flipped Learning?
It is increasingly possible for educators to create their own educational media resources (for example, using a screencasting tool or a lecture capture system) or use media created by others, such as videos on YouTube. As a result, much of the learning involved with ‘acquisition’ (watching or listening to a presentation, or reading an article) can be moved online, leaving more time for active learning in synchronous sessions. This is the idea behind the ‘flipped classroom’ or ‘flipped learning’. However, for this to be effective, it is essential to design teaching sessions carefully, involving discussion or collaboration activities, and providing opportunities for observation and feedback. This is undoubtedly more demanding for both educators and students, but may be much more rewarding.

Where can I find out how to use Flipped Learning?
The Flipped Learning Network also has a range of materials to guide educators using this approach, including this handout.

How can Flipped Learning be used in learning and teaching?
The Flipped Learning Network (FLN) has identified ‘four pillars’ of a flipped classroom approach that are necessary for success with this approach. Educators need to create a flexible environment for study, so that students can learn at a time that suits them. There needs to be a shift to a learning culture that promotes knowledge construction over more traditional approaches. Educators need to select materials that enable students to use their time outside the classroom most productively and use effective strategies for active learning during sessions. Finally, the educator needs to adopt the role of Professional Educator, which may involve a less visibly prominent role during the sessions, but be highly reflexive, adaptive and open to change.

Flipped learning can enable students to get to grips with theory online, and use valuable face-to-face time for practical applications. The educator can then spend more time observing, coaching and providing personalized feedback to students. Many of the approaches described within these crib sheets could be termed ‘flipped learning’, and you may already be engaging your students in this way if you are using technology to extend learning beyond the classroom. Possible uses of flipped learning that could be adapted to your own educational context are:

- Creating screencast tutorials in advance of a session so students come prepared to discuss and debate ideas or put ideas into practice
- Embedding a series of YouTube videos in Minerva on techniques so that students are primed to experiment in their synchronous session
- Providing links to web pages for students to explore individually and then designing collaborative activities for students to share and build on what they have learnt
- Linking to external sources and creating peer teaching pairs, where one student explains a concept or technique to another student.