Why Flip your Course?

Did you know that flipping your classroom has been linked to improved student retention and grades? Instructors are increasingly turning to this reversal of the traditional pedagogical model. In the flipped classroom, rather than devoting class time to lectures, print and/or media materials are made available to students online prior to each classroom session. Students are given control over where and when to watch and can revisit and review points they missed the first time around. Not only does this give students more time to digest course content, it frees up class time for exercises, projects, and discussions that support students' understanding and application of the material, the kinds of active learning experiences that we know promote learning.

Peer Based Instruction

When Scott Freeman tried this approach in his introductory Biology course at the University of Washington, his usual 17% failure rate was reduced to 4%. Professor Freeman credits this reduction to the increase in class time spent assimilating the concepts addressed in his lectures. Quizzes designed to assess mastery of knowledge from the textbook were administered online before class. This step freed up class time for peer-based instruction. In class, students worked together in groups to build consensus about the definitions of concepts addressed.
in the textbook and in Professor Freeman’s lectures. This step, moving the transfer of knowledge out of the classroom, has been linked to an increase in students’ conceptual understanding of the material as well as to improved problem solving skills.¹

**ATTENDANCE, ENGAGEMENT AND COMPREHENSION**

Physics instructors at the University of British Columbia in Vancouver, Canada decided to measure whether flipping their classrooms better engaged the large numbers of students enrolled in lecture courses. Two experienced physics professors taught two sections of the course using the traditional lecture format. During the final week, less-experienced instructors were brought in to flip the classroom for one section of the course.

In this section, class time was devoted to peer discussion groups, small group learning activities, and personalized feedback from the instructor. The instructors noted that in the flipped classroom, student attendance increased by 20% and led to a 40% increase in the level of student engagement. Even more impressive, students in flipped classrooms scored twice as well as students in a control group on multiple-choice tests that measured the comprehension of course content.²

**WANT HELP FLIPPING YOUR CLASS?**

**COME TO THE CENTER FOR EXCELLENCE IN TEACHING AND LEARNING,**

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