

Teaching Tool: Flipped Classroom Model

Tara R. Fox, CPNP, DNP

Marian University Leighton School of Nursing

Introduction

The Flipped Classroom Model (FCM) is a virtual classroom in which the didactic lecture material is presented in a recorded lecture before the in-person class. The in-person class, whether online or physical, is a time provided for students to ask questions, discuss concepts with the cohort, and “teach” the instructor.

According to Klinger et. al (2024) a “flipped classroom is structured around the idea that lecture or direct instruction is not the best use of class time. Instead, students encounter information before class, freeing class time for activities that involve higher-order thinking.”

The poster presentation intends to be informative of the flipped classroom as well as a tentative blueprint to start in online and in-person settings where it may be applicable.

Benefits of FCM

FCM offers several benefits for the in-person and online courses. Most commonly, these include:

- Provides active learning from instructor
- Provides the opportunity to cover extensive material
- Tools for both online and in-person classroom
- Possible improvement in student engagement
- Possible improvement in student preparation
- Flexibility for students and instructor
- Possible improvement in instructor-student relationship
- Convenient for dense material and courses that cannot be well covered in a class period
- Adaptable to changing technology

How to Utilize in Canvas ®

- Create Modules with “Pages” and “Discussion Board” reflecting the following:
 - “Review” page
 - Readings, online resources, and classroom text
 - “Recording” page
 - didactic lecture
 - “Class Discussion” discussion board
 - Recorded in-person lectures and discussion
 - Provide a “Reply” option for students to ask and answer questions
- Create “Assignments” based on the FCM to collect diagnostic information:
 - Class participation
 - Discussion Questions based on in-person reflection
 - Student presentations in the in-person reflection

Discussion

Bloom’s revised taxonomy (2001) can be utilized to measure and determine student level of engagement (see below).

With the FCM, students are doing the lower levels of cognitive work (gaining knowledge via resources and recording) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and evaluation) in class, where they have the support of their peers and instructor.

The FCM contrasts with the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge post-classroom instruction



(Figure 2. Bloom’s Revised Learning Taxonomy, 2001)

Overview of the Flipped Classroom Steps of Implementation



(Figure 1. Harvard Initiative for Learning and Teaching, 2024)

References

- Brame, C. (2013). *Flipping the classroom*. Vanderbilt University Center for Teaching. <http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>
- Eric Mazur, (02 January 2009). “Farewell, Lecture?”. *Science*, 325 (5910), 50–51.
- Klinger, Mae, et. Al (2024). “Flipping Kit”. Harvard Initiative Learning and Teaching’s Grant Program. <https://projects.iq.harvard.edu/flippingkit>

Online Resources

Downloadable “FLIP KIT”:
<https://projects.iq.harvard.edu/flippingkit/steps15>