

# The flipped learning approach

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This learning centered approach flips the traditional teaching & learning model: Active learning and student engagement takes place in class and more passive aspects of learning, like working through content and concepts, takes place a-synchronously, outside of the classroom. The flipped learning model grew from the flipped classroom approach and, especially within HE, focuses not only on *when* students learn, but also on *how* students learn (Talbert 2017).

## What is the flipped learning approach?

Within this approach, the easier 'passive' work (listening, watching, note taking, summarising) takes place outside the classroom while the harder, 'active' learning (application; the homework of the past) is brought into class, where there is help and support. This enables lecturers to guide and facilitate learning and learning outcomes optimally, and to address issues earlier and solve them better.

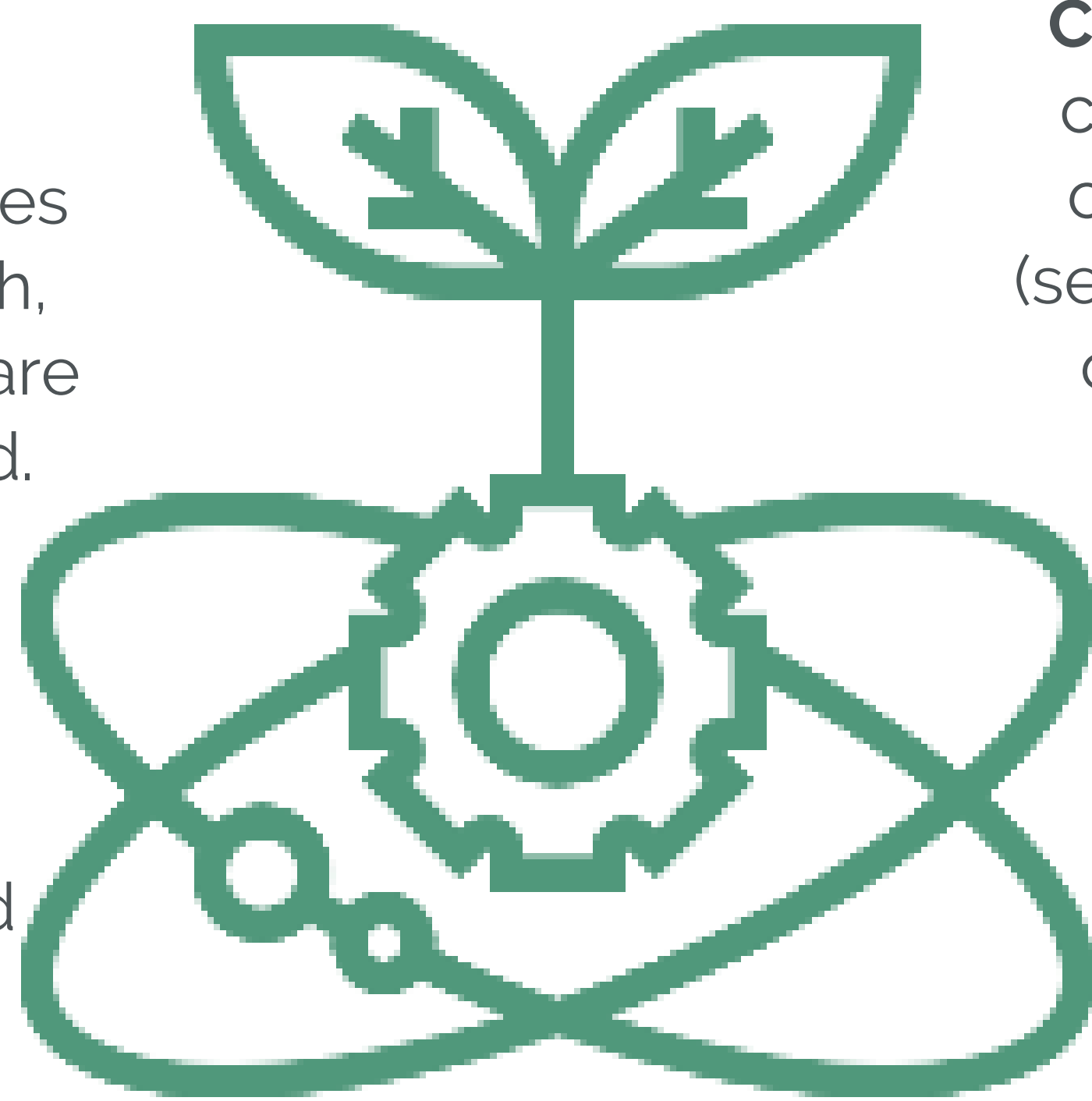
**The core question is:**

***What is the best use of face-to-face contact time?***



**Plan.**  
Effortless flipped learning opportunities are thought through, well designed, and are agile when needed.

**Encourage student engagement** – with the lecturer, learning material and one another.



**Communicate,** communicate, communicate (sell the new TLA culture well!)

**Guide,** don't govern. Share the learning load, that is the point of this approach.

- Let students work in groups to solve problems
- Broaden knowledge of concepts by using it as the basis of group discussions.
- Apply gamification (use typical elements of game playing e.g., point scoring, competition with others).

## How do I apply this to my TLA practice?

- Re-organise and rethink what happens in your module.
- Repurpose and (re)design learning opportunities so that students engage with content-heavy material (audio, text, video) a-synchronously.
- Optimise f-2-f contact time to deepen student understanding through purposefully structured activities, such as:
  - applying theory to practical scenarios,
  - discussing questions,
  - clarifying concepts,
  - group debates, etc

### Practical tips from lecturers who have used flipped learning:

This approach is a culture shift for all involved. Remember to...

- Explain the rationale and purpose of approach to students.
- Give clear guidelines and instructions (over-communicate)
- Allow students to first make sense of the material on their own, then learn from others
- Set out enough time for class discussions, feedback, and interaction with the material and one another.
- Encourage and support students who struggle to adapt.

## Why use this approach?

### Students

- has agency, takes responsibility for their learning.
- show increased active engagement with material.
- learn from interactions with peers.
- develop communication, collaboration and critical thinking.
- get help, don't struggle alone → deeper learning.



Students report that they

- participated to complete the module successfully.
- prepared for f-2-f contact time so that they can participate in class discussions and group activities.
- experienced a shared sense of responsibility and positive interdependence as they did not want to let fellow students down by not being prepared.
- were motivated by the enthusiasm of other students.

## Sources & further reading

<a href="#">Flipped learning: A guide for Higher Education Faculty</a> Robert Talbert	<a href="#">The flipped Classroom: Practice and Practices in HE</a> Reidsma, Kavanagh, Hadgraft & Smith.	<a href="#">Flipping the classroom</a> Vanderbilt University.	<a href="#">A comparison of lecture-based, active, and flipped classroom teaching approaches in HE</a> Kay, MacDonald & DiGiuseppe
<a href="#">The impact of a flipped classroom design on learning performance in higher education: Looking for the best "blend" of lectures and guiding</a>	<a href="#">Successful stories and conflicts: A literature review on the effectiveness of flipped learning in higher education</a>	<a href="#">The flipped classroom: Online instruction at home frees class time for learning</a>	<a href="#">Implementing flipped learning approach based on 'first principles of instruction' in mathematics courses</a>
<a href="#">Effects of the flipped classroom instructional strategy on students' learning outcomes: a meta-analysis</a>	<a href="#">Students' Experience with Flipped Learning approach in HE</a>	<a href="#">What students say about the flipped classroom</a>	<a href="#">Before you flip, consider this</a>



Contact your faculty [CTL advisor](#) for rethinking TLA strategies to enhance student learning.