

Certified University Teacher

Your workbook

The team of THE CACTLE

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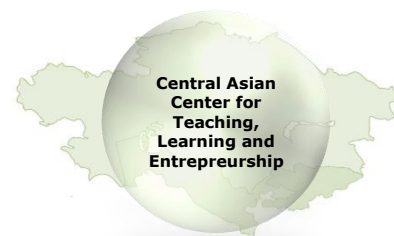
CACTLE

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16 Inverted Classroom

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Inverted classroom or flipped classroom is another modern complex method of teaching, which literally inverts traditional model by switching lecture and homework. If before a student would listen to a lecture during the class and then would do homework based on the lecture, in the inverted classroom a student listens to a lecture at home by watching a video, listening to audio, reading a book or an article. And then during the classroom student does assignments that are similar but not limited to homework assignments.

16.1 Why?

There are several reasons to use inverted classroom model in your class:

- *To help student better develop practical skills.* Even though home assignments help students develop skills they still lack most precious part of learning - teacher's feedback. Traditional classroom has no time and place for teacher's feedback. Student learns his level of understanding only through a grade. During inverted classroom feedback is what a student gets during the class - it could be a feedback from fellow students and afterwards feedback from the teacher. You can learn more about how feedback helps develop practical skills
- *To improve understanding and overall subject performance.* As the result of learning theory actively at home and based on it working during the class on specific assignments a student understands a subject better and corrects his performance when it is not too late - being prepared for the test. Student becomes more responsible and gets better tools to improve his understanding and overall subject performance. Moreover, participation of the class usually is increased during inverted classroom. Students are more willing to visit a class as they have a chance to participate in a group session and discuss material they read.
- *To avoid the problem of passive listening.* This is a common problem of traditional classroom, when students have to listen to dull and monotonous voice of a teacher, fight with the desire to fall asleep and stay undistracted during the lesson. It is proven that during passive learning students learn less than during active learning¹. During passive listening students learn less, are more likely to get involved with something other than a topic and remember less of the material.
- *To practice active learning during your class.* If you are all about active learning and you are persuaded that this is a good way to teach than inverted classroom is your method. It is one of the best methods that adhere to active learning principles while keeping all traditional learning method advantages such as sufficient theoretical base, balance between teacher's role and student's role.
- *To control teaching outcomes.* Finally, with inverted classroom as a teacher you can control teaching outcomes better. 1) You have more time to focus on assignment and feedback. 2) By feedback requested and group presentations you can better understand how well students get the subject and correct them. Finally, 3) students' participation is higher, which helps you influence on all students.
- *Higher level of Bloom Taxonomy.* Since you do not have to spend time on lecturing than you can focus on practical work. This means you start with 3rd level of Bloom Taxonomy – apply. And have more time to help students develop skills of analyzing,

¹ <http://www.mecs-press.org/ijeme/ijeme-v3-n1/IJEME-V3-N1-7.pdf>

evaluating and creating. Thus, you have more time to spend on other levels of Bloom Taxonomy.

16.2 How to?

Inverted classroom has several requirements: Firstly, subject's theory must be provided to students beforehand via video presentations. Alternatively, you can provide audio version of the material. Even though theoretically even text version would do, still it is recommended that theory is provided as video or audio material. This way student is more likely to absorb major concepts. You can also develop a separate instruction kit with simple assignments regarding theory. In the example below you will also see another way to approach before class learning. Also make sure that you give watching/reading/listening assignment as well together with your theory video/text/audio.

Second requirement is to prepare several types of assignments for the class. You can learn more about them in the chapter regarding assignments. It is recommended to mix individual and group work. As it takes a lot of time for each student to report on his assignment it is wise to let students first do assignment individually, then in small groups and then in a bigger group so only these groups provide final presentations of the results. Keep in mind that your objective is to spend time developing skills of students and provide feedback rather than test how well they understood material given to them before.

Thirdly, as it was mentioned earlier major profit from teaching is a feedback of a teacher. If you follow the proposed model of individual assignment, small group work, large group work and presentation, then you have enough time to provide feedback to several presenting groups and also to those individuals that still have questions after all presentations. This way student's questions go through filter of other student's feedback and then a teacher gets a chance to answer those questions.

Finally, be prepared to the fact that students will not watch/read/listen to your theory material. This

Thus, to perform well using inverted classroom method you need to prepare theory in a video format and provide it to students beforehand, then prepare assignments for the class going through the funnel of individual work, small group work, large group work and presentations. Then you back it up with your feedback on presentations.

Differences between inverted and traditional classrooms



	Inverted classroom	Traditional classroom
Practical skills focus	✓	✗
Better understanding of the subject	✓	✗
Avoid passive listening	✓	✗
Active learning	✓	✗
Teaching outcomes control	✓	✗
Bloom's Taxonomy levels	3-6	1-3
Information is provided BEFORE the class	✓	✗
ALL TIME is dedicated to assignments	✓	✗
Feedback is given to ALL students	✓	✗

Differences between inverted and traditional classrooms at a glance.

16.3 Example

We would like to provide one example of an inverted classroom method use to teach basics of marketing. This course consists of 13 lessons, which cover basics of marketing and help students at the end of the course develop substantial marketing plan. The instructor prepared theoretical material in audio and text formats and also developed a workbook with instructions on the material, reading questions and tests.

All of these materials were uploaded to the course website and each student was given free access. Workbook helped students dedicated 15 minutes each day to the course and instructed students to listen to a lesson, read it and read it out loud. Then they had to answer basic reading questions like what you learned today and what you are going to do about this new knowledge helping students apply it. At the class students were all working on specific assignments and presenting their results to the rest of the group to get group and teacher's feedback. At the end of the course each student was presenting his own marketing plan. Class meetings took place twice a week. First lesson was dedicated to thorough instruction of students regarding mode of teaching.

During the class teacher gave individual assignments and because the group was only 25 students he had time to listen to most of the students during the class individually presenting their results. After each presentation teacher asked students to correct their presentations based on provided feedback. This way each student was given feedback regarding unique mistakes. Each lesson was finished with summary of the lesson. Grades were given based on marketing plan, attendance, class participation and final exam that included questions from theory tests and also additional questions based on class assignments.

16.4 Assignment

Develop a syllabus for your course using inverted classroom method. Pay attention to theory material and classwork. Develop grade system and identify final assignment other than final exam.