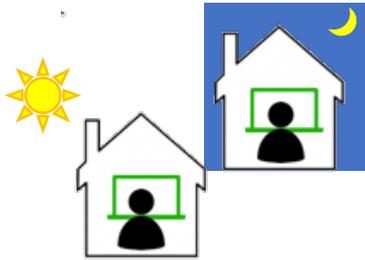## Classroom Flipping

In a Flipped Classroom, content delivery is moved outside of the classroom often through videos, pre-class readings, knowledge tests, and asynchronous discussions. Synchronous class time is then used to actively engage students in applying their knowledge rather than through delivering lectures alone.

Out of class activities should:

- Focus on knowledge acquisition and/or guided research using pre-recorded videos, textbooks, research articles, interactive scenarios, and other pre-existing materials.

- Clearly outline how much time each activity will take to complete and how each contributes to the learning objectives. The ideal module length is 15 – 20 minute.

- Engage students in real world examples and application of the content.

- Include knowledge checks such as a reading quiz or assignments that need to be submitted to Canvas. This also provides motivation and accountability.

- Provide opportunities for students to pose questions about the content via asynchronous discussion forums outside of class. Consider arranging a facilitator to monitor these discussions.

Creating Content

Tools that can be used to create Media/Video include:
- **Panopto** (https://dartmouth.hosted.panopto.com/)
  Streaming video tool that can easily deliver video you create to students via Canvas. Panopto Recorder downloads to your laptop and can be used to create screencasts and even allows the addition of interactive elements such as quizzes within the video.
- **Narrated PowerPoints**
  PowerPoints can be narrated and then shared through Canvas to students.
  Note: Narrated PowerPoints are very large files which can be difficult to share.
- **Interactive Multimedia Tools**
  Interactive multimedia can be created in tools such as Camtasia Studio, Articulate Storyline, or Adobe Captivate. Creating modules requires time for design planning to ensure clear navigation and functionality. The tools mentioned vary in terms of features and learning curve.

Tools that can be used to provide students with knowledge check opportunities include:
- **Canvas Quizzes** (https://vimeo.com/72004689)
  Canvas Quizzes can be used to create and administer online quizzes and surveys. Quizzes can also be used to conduct and moderate exams and assessments, both graded and ungraded.
- **Canvas Assignments** (https://vimeo.com/71970884)
  Assignments in Canvas can be used to challenge students' understanding and help assess competency by using a variety of media.

Tools that can be used to engage students in asynchronous discussions include:
- **Canvas Discussion Board** (https://vimeo.com/108385146)
  Discussions can be created as an assignment for grading purposes, a forum for Q/A related to the course work, or for topical and current events discussions.
- **Slack** (https://dartgo.org/teachwithslack)
  Slack is a collaboration and communication platform in which you and your students can work together to share ideas, discuss readings, and engage with learning.

Faculty Support

Faculty who have questions about best practices and tools for designing and delivering content for a flipped classroom approach can contact:

Geisel Instructional Technology

GIT staff can provide one-on-one or group training on the tools and techniques noted in this guide.
Those include:

- **Canvas Tools**
  - Assignments
  - Discussion boards
  - Quizzes
- **Slack** (Discussion Tool)

- **Video Tools**
  - Panopto
  - Narrated PowerPoint
  - Camtasia Studio
  - Adobe Captivate

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Don't see a tool or approach that you'd like to use?
Let us know and we can talk about your needs.

For More Information:

The following is a list of articles on the Flipped Classroom approach that may be helpful as you plan your course.

- EDUCAUSE Learning Initiative: 7 Things You Should Know About Flipped Classrooms
  https://library.educause.edu/-/media/files/library/2012/2/eli7081-pdf.pdf
- Flipped Classroom, Cornell University Center for Teaching Innovation
  https://teaching.cornell.edu/teaching-resources/designing-your-course/flipping-classroom
- Flipping Courses: Transitioning from Traditional Courses to Blended Learning Approach, University of Wisconsin-Madison
  https://edinnovation.wisc.edu/wp-content/uploads/2013/09/Flipped_Courses_Guidelines.pdf
- Supporting students' cognitive processing in online courses: Designing for Deep and Meaningful Student-to-Content Interactions
  https://link-springer-com.dartmouth.idm.oclc.org/content/pdf/10.1007/s11528-007-0052-6.pdf