PAINLESSLY INCORPORATING FLIPPED LEARNING

Flipped learning is an active, learner-centered approach that moves instruction from the group learning space to the individual learning space, allowing for dynamic, interactive instruction during valuable class time.

With students preparing and learning off-loaded content **before** class, effective learning techniques can be applied **during** class, which are reviewed and reinforced by the student **after**.

» **Research shows this model promotes engagement in the classroom and improvement in student outcomes.**

1

Before class: introduce the concepts to students by assigning them e-learning modules, videos, and peer-reviewed articles from online sources.

2

During class: instead of lecturing, become a facilitator of student debates, small group discussions, case-based learning, or other critical thinking activities.

3

After class: encourage students to review materials through assessments or projects.

There are endless possibilities for your flipped learning in-class activities. However, two relatively simple ones are Poll Everywhere and Mindomo.

Visit **iLearn.unmc.edu** for more information

Flipped Learning Tools

» **Poll Everywhere (www.polleverywhere.com)** is a real-time audience response application that allows instructors to motivate and measure learning during class. Polls can be viewed on the Poll Everywhere website or embedded within a PowerPoint presentation and integrated with Canvas. UNMC has a campus license, so contact your IT department for more information.

» **Mindomo (www.mindomo.com)** is a concept mapping software that integrates with Canvas for organizing and understanding ideas around a central topic. During class, students could brainstorm and collaborate to solve problems. Anticipate three hours of set up upon first use, but only 30 minutes for each session after.

Additional Resources

Flipped Learning Network (2019). Retrieved from https://flippedlearning.org/

Moffett, J. (2015). Twelve tips for "flipping" the classroom. *Medical Teacher*, 37(4), 331-336.

Sharma, N., Lau, C. S., Doherty, I., & Harbutt, D. (2015). How we flipped the medical classroom. *Medical Teacher*, 37(4), 327-330.

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