The Flipped Classroom

The Flipped approach is a framework that inverts the traditional classroom model by introducing course concepts before class, allowing educators to use class time to guide each student through active, practical, innovative applications of the course principles.

The Challenge

Studies show that students attribute their learning to what is being taught to them by their professor and take little ownership of their ability to learn on their own (Nilson, 2013).

Students lack knowledge & skills to be self-regulated learners (Nilson, 2013).

- More problematic in flipped classrooms as students are more responsible for learning content outside of the classroom
- A flipped classroom supports the development of self-regulated learning skills and behaviors. However, this may not occur spontaneously (Talbert, 2017)
- Hence the need to intentionally design the flipped course to include strategies that will enhance self-regulation

The Flipped Learning

What is a Flipped Learning?

The Flipped approach is a framework that inverts the traditional classroom model by introducing course concepts before class, allowing educators to use class time to guide each student through active, practical, innovative applications of the course principles.

Self-Regulated Learning (SRL)

- SRL is the conscious planning, monitoring, and evaluation of one’s learning in order to increase it. (Nilson, 2013)
- In self-regulated learning, learning is viewed as an activity that students do for themselves in a proactive way rather than as a covert event that happens to them in reaction to teaching (Zimmerman, 2002).

SRL Strategy Example - Learner Logs

Learner Logs (Welmer, 2013)

Reflective (meta-cognitive) writing strategy that helps students develop learning skills & self-awareness of their learning

- Approx. 400 - 600 words
- 15 - 20 minute time commitment
- Once per week
- Completion Grade

Sample Learner Log Prompts

- Different Course Format

- Implementation of Learner Logs

- Motivated Strategies for Learning Questionnaire (MSLQ)

Pintner, et al., 1991

81 items: 1 (“not at all true of me”) to 7 (“very true of me”) rating; 15 subscales

- 6 Motivation Scales:
  - Value: Intrinsic Goal Orientation, Extrinsic Goal Orientation, Task Value
  - Expectancy: Control of Learning Beliefs, Self-Efficacy for Learning and Performance
  - Affect: Test Anxiety

- 9 Learning Strategies Scales:
  - Cognition and Metacognition: rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation
  - Resource Management: Time and Study Environment, Effort Regulation, Peer Learning, Help Seeking

Lessons Learned

- Preparation: “is key to success in a flipped classroom
- Peers: “play a big role in their success
- Practice: “increased in-class participation and group activity
- Professor: “change in perception and appreciation of the professor’s role
- Presence: “in class is critical to success

Next Steps: Repeat study with Control Group; Further Data Analysis with larger sample size