



# Refresh Teaching 2016 Implementing Flipped Classrooms

**Prof. Ulrike Lohmann & Dr. Amewu Mensah (D-USYS)**

**Dr. Katja Köhler (D-BIOL)**

**Dr. Lukas Fässler (D-INFK)**

Hosts: Julia Kehl & Pascal Schmidt

## Students perspectives



*“We have a two hours course of full theory from 1pm to 3pm. We are so passive that we almost fall asleep.*

*You (faculty) should maybe try to let us think and do some exercises in order to keep us interested... ”*

Student's Feedback, HES - SO

## Students perspectives



*“Our teachers write tons of theory on the blackboard, which prevent students from having time to understand the material.*

*We, students, focus on writing everything and doing so we miss interesting things such as anecdotes or oral explanations.”*

Student's Feedback, HES - SO

# Today

**Individual**

**5'**

- **Why do I want to change something in my course?**
  - Which content can I distribute before/after class?
  - How does the prior knowledge of my students differ?  
What is key?
- **What risks do I see?**

**Groups**  
(tables)

**25'**



On Post-it's:

- **What will I try?** (when, who does what)
- **What learnings from the group discussion will I use for my own teaching situation?**

**All**

**5-10'**

**Discussion**

# Summary of group results / Conclusions

## Why try flipped classroom?

- Be able to compare groups
- Getting students at same level helps to have better discussions in class
- Be able to get more questions/discussion points from different groups
- Discuss more interesting things in class, deeper learning

# Summary of group results / Conclusions

## Take home messages

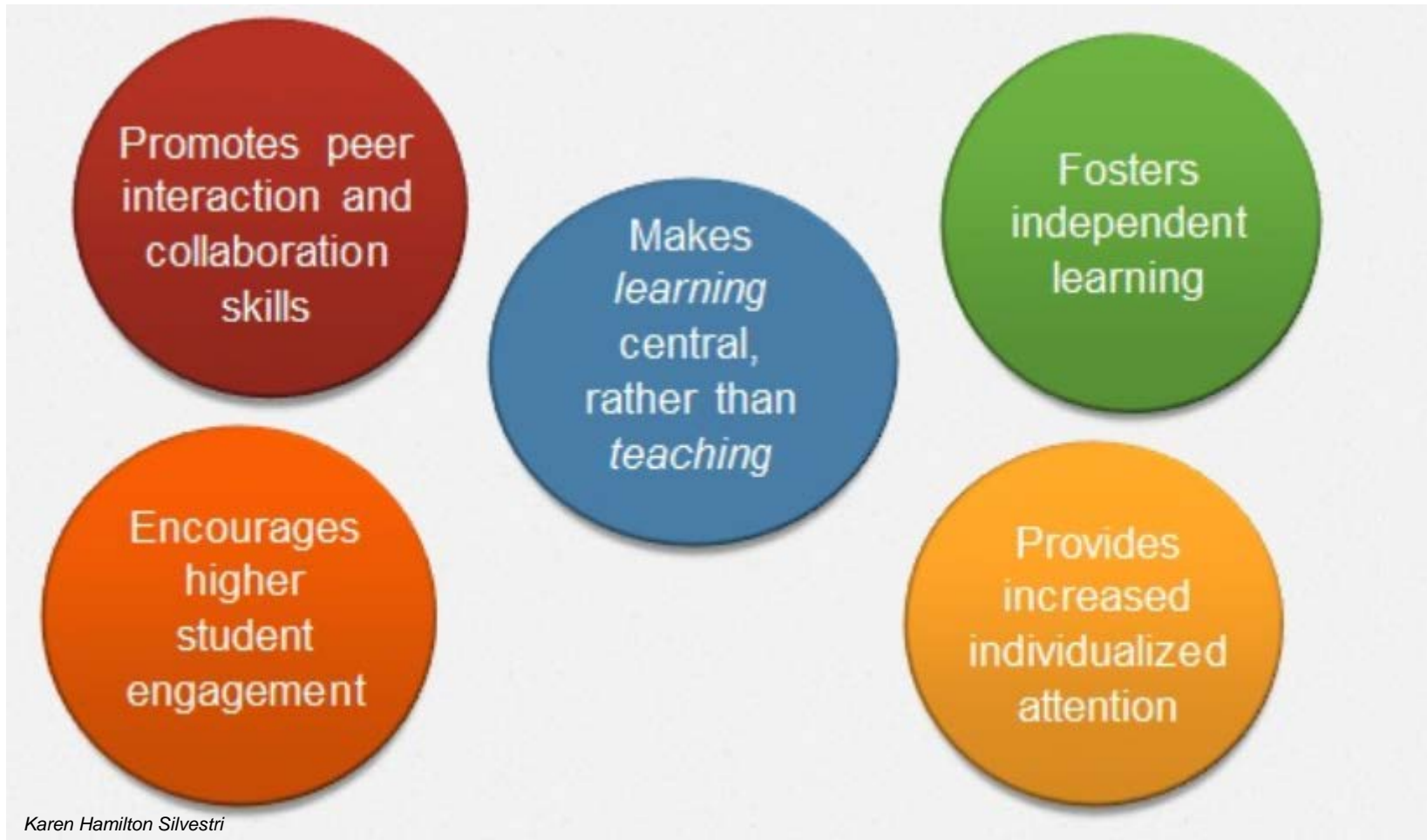
- You can flip just a part of your course
- Actual lecture shall be truly interactive
- Clearly inform about the new teaching format and expectations
- Ask for 'muddiest points' in reading materials in class
- Students get used to the new approach and prepare more and more
- There will be resistance at first, this changes over time. Students appreciate it later on
- In large groups in lecture halls students can turn around/backwards to form groups of 4

# Summary of group results / Conclusions

## Challenges / Open questions

- How to efficiently use the lecture time considering different student understanding of the material
- Should assessment be changed to recognise efforts of students
- How to design incentives, how to motivate students
- How to deal with students who are not prepared
- Not enough people/resources to start a trial
- More demands on teaching assistants
- Effort to prepare flipped classroom
- Room setting is traditional
- Balance lecture time and home work

# Advantages of Flipped Learning





## Conclusion

"There is **no single way to flip** your classroom ... There is **no specific methodology** to be replicated, **no checklist to follow** that leads to guaranteed results.

Flipping the classroom is more about a **mind-set**: redirecting attention away from the teacher and **putting attention on the learner and the learning.**"

Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. International Society for Technology in Education - ISTE.

# Upcoming: Flipped Classroom Workshop/Trial

## April – June 2016

- Workshop 1: 2hrs
- Trials with support
- Workshop 2: 2hrs
- Details will be published on the *Implementing Flipped Classroom* [Webpage](#)  
Contact: pascal.schmidt@let.ethz.ch