

Considerations for Flipping Your Class

In a flipped class model, short video lectures are viewed by students before class session and in-class time is used for exercises, projects, or discussions. Flipping your class may improve student engagement, promote self-paced learning, and facilitate more opportunities for student-instructor interaction. This document presents questions to consider when determining your needs for flipping a class. Contact the CER for assistance and setup with Panopto, a video recording and streaming solution: cerweb@jhu.edu

Activities during class



Have you considered what you are going to do during class if lectures are online?

The benefit of video lectures is having students prepared to apply knowledge to your classroom activities. These activities should be aligned with your learning goals for the course and involve higher level cognitive processes. Often, choosing the right activity is the biggest challenge of flipping a class.

Examples of activities include in depth discussions, lab exercises/experiments, and group work on problem sets, assignments, or projects.

How will your class differ from a traditional lecture?

Prepare your students for what they can expect in the course. They will need to take responsibility for being prepared in order to engage fully in the in-class activities.

Students may assume that if lectures are online they will not need to attend class. You will need to stress the importance of attendance and explain why this approach will improve their learning outcomes.

Recording considerations



Will you record your traditional lectures?

This is not recommended for a flipped course format. Faculty experience has shown that it is best to limit video lectures to 15 minutes or less.

Segmenting your traditional lectures is considered best practice. Divide each lecture into smaller, thematic sections and follow a script to keep the videos concise.

Will you include video of yourself lecturing?

This is not necessary for student engagement but can add a personal touch.

Will your video lectures involve more than just a presentation?

Contact the CER to discuss the best way to incorporate all of your materials into your video lecture. This can include video of presentation slides, physical demonstrations, audio podcasts, screen capture, and writing or drawing schematics and diagrams.

Viewing access



How do you want students to have access?

You can set all videos to be available for the entire semester allowing students to review the material at any time.

Or, consider having the videos set to release at specific times during the semester to ensure the students aren't getting ahead of class activities.

How will you motivate your students to watch the videos?

Align the video lecture content to your classroom activities to determine whether students are watching the videos.

Consider giving students a short quiz on the videos at the start of class. Clickers provide an efficient means to do this.

Panopto has robust reporting features that can tell you who watched a video and for how long. Make students aware that you can track their viewing patterns.

Best practice considerations



Will you want all of the course lectures recorded?

Allow yourself at least 6 months to organize your content, make your video lectures, and develop your classroom activities.

If this is your first time, consider starting out by flipping just a few of your lectures.

You've done it once. Do you think you're done?

Be patient. It's rare to get great results on the first attempt at recording.

Experience tells us that it takes about 5 hours to produce 1 hour of video content. Developing a workflow will increase efficiency.

Do you have access to recording equipment?

The CER has an extensive array of lecture recording equipment and a multimedia studio. Please visit, <http://cer.jhu.edu/tools-and-tech/equipment>.