**Just Flip It: Faculty Motivations, Strategies, and Experiences**

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**Methods**

- One-on-one interviews of five Cornell faculty recruited by CTE or myself, who had already flipped their courses.
- Personal observations of my own course flipping experience.

**Faculty demographics & approaches**

- Teaching experience in higher ed: 11-33 yrs
- Teaching experience with course prior to flipping: 5-33 yrs
- Years flipping their course: 1-3 yrs
- Size of course flipped: 20-270 students
- Field affiliations: Hotel Administration, Human Ecology, Agriculture & Life Sciences
- Positions: Tenured Professors and a Senior Lecturer
- Flipping took many forms:
  - Converting hands-on assignment to in-class activity;
  - Devoting a lecture/week to TA-lead group case studies;
  - Flipping 2-week module to class problem-solving sessions;
  - Full flipping where class is a hands-on, group lab.

**What is “flipping” and why do it?**

Course flipping moves lecture outside the class, allowing for in-class, active engagement. Though not a brand new idea, classroom flipping is a new concept to most professors, because many are accustomed to lecture driven teaching. It aims to increase depth of student learning (Bergmann & Sams 2012).

**Study motivation and goal**

I recently flipped a course for the first time. I wanted to better engage students and position myself for academic jobs. I experienced panic from not knowing where to begin, uncertainty in how best to get students to prepare, and elation from active class discussion and positive feedback from students. Here, I specifically focus on documenting faculty experiences in course flipping to provide models, assessment, and tips for those of us who are interested in implementing but green to this teaching approach.

**SUCCESSES**

Faculty ranked how much they agreed with the following statements: 1 = don’t agree at all to 5 = completely agree.

When I flip...

- Students learn more
- I am a more confident teacher
- I am a more effective teacher
- Students are more engaged

**CHALLENGES**

Faculty ranked the following tasks as 1 = easy to 5 = hard

- Time management in class
- Creating in-class activities

**What strategies do faculty use?**

- Create buy-in. Convey student benefits clearly.
- Deliver lecture material out of class with self-made or online resources.
- Make time for active learning, trim course content OR adjust course credits to match greater student investment.
- Create in-class activities to get students to integrate and apply concepts, while learning collectively.
- Help students succeed through scaffolding: Make activities incrementally more challenging, provide guidance and are flexible.
- Take a leadership role: Professors still lecture but less frequently. Lectures are used to address common questions, engage groups and solidify lessons with wrap-up discussion.
- In large classes, train TAs to lead student groups.
- Engage peer-instruction: Students teach each other before professor provides answer; undergraduate TAs are effective teachers.

**How to get students to prepare for class?**

- Foster buy-in from the start. Convey student benefits clearly!
- Make students accountable for outside class material: quizzes, midterms and/or finals.
- Monitor video watching through blackboard.

**How do faculty assess whether it works?**

- Survey student opinion on evaluations or final.
- Talk to TAs about student feedback.
- Measure student attendance and types of questions at office hours.
- Measure student performance on final before and after flipping.

...students as a whole seemed less overwhelmed.

**Conclusions & follow-up questions**

**Conclusions**

- Course flipping has been a positive and successful endeavor: more engagement and rewarding interactions.
- Success hinges on student buy-in and faculty familiarity with course material.
- Anxiety not an issue due to years of experience with course prior to flipping - highly recommended by faculty.
- Faculty have excellent pedagogy resources through CTE, but need more able experts, like TAs, and space to facilitate group activities.
- Prep time investment is high first time, but becomes easier and more rewarding than lecturing!

**Follow-up questions**

- Do results only apply at Cornell where there is CTE support?
- What about experiences of faculty whose motivations are external, e.g., mandated by department?
- How can we better assess changes in student learning?

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Special thanks to Kimberly Williams

_Bergmann, Jonathan, and Aaron Sams. Flip Your Classroom : Reach Every Student In Every Class Every Day. Eugene, Or.: International Society for Technology in Education, . 2012._