Flipping the Classroom: ENGAGING STUDENTS BOTH IN AND OUT OF THE CLASSROOM

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Flipping the Classroom

Goals:
Enhance student learning
Prepare students for an engaging classroom environment
Perceived challenges to providing an engaging classroom environment.

- Students do not come to class prepared.
- Too much material to present, not enough time.
Teaching and Learning is a shared responsibility

Professor

Provide a **structured** self-learning environment outside of the classroom.

Provide practical, professional or personal relevance to the information in the classroom.

(Student) (POGIL)

Student

Come to class prepared. Complete self-learning activities of learning objectives outside of classroom.

Be punctual, attentive, focused, present, cooperative, and ask questions in the classroom.
Provide a structured self-learning environment outside of the classroom

- Reading assignments
- Associated electronic media (VOPP, tutorials, video clips, discussion boards, etc)
- Accompanying homework assignment – open ended questions structured around learning objectives
- Online quiz for self-assessment of learning objectives
- Goal: Come to class Knowing what you do not Know
Create an interactive learning environment inside the classroom

• Provide practical, professional or personal relevance to the information in the classroom. Answer that ever present question: “Why do I need to know this?”

• Get students involved in the discussion
  – Student/faculty discussion
  – Student/student discussion

• Small group activities
  – Peer to peer instruction
Student Buy-In
Assignments must have Value

- To have value, student work must impact grade
  (Incentivize out of class learning activities)
  - HW 20%
  - Quizzes 10%
  - Reaction Papers 10%
  - Class participation 10%

- All Exam Questions come from either HW, Quizzes, or In-Class Activities
  - While exams still account for 50% of course grade, students who complete the HW, quizzes, and attend class feel confident and prepared for exams!
Faculty Buy-In

**Pro**
- Students come to class prepared
- Increased student/teacher interaction
- Increased student/student interaction
- Increased student engagement
- Enhanced learning

**Con**
- More work
  - Developing out of class activities
  - Developing in class activities
  - Grading/assessment
• Given proper structure and direction, undergraduate students will satisfactorily complete self-learning modules and arrive in class prepared to optimize their time with the instructor.
References


Thank You!

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