Open Question: Drawbacks of Flipped Learning

Clark, R. M., Kaw, A., & Besterfield-Sacre, M. (2016). Comparing the effectiveness of blended, semi-flipped, and flipped formats in an engineering numerical methods course. *Advances in Engineering Education*, *5*(3), n3.

Open Question: What suggestions do you have for improving the flipped classes and what drawbacks did you perceive?

Coding Strategie

In-Class Time
Increase time for active learning or problem solving
Increase effectiveness or relevancy of problems; grade them
Provide appropriate amount of lecture or content review
Have more instructor-types during class to assist
Synchronize class activity and video content

Load, Burden, Stressors
Insufficient time to complete out-of-class activities
Increased work load
Increased time burden
Concerns over grades or impacts to the grade
Accountability quizzes (including surprise)

Specific to Course or Course's Videos
Include more examples or problems in the videos
Videos needed editing or bug/technical fixes
Videos were too long
Videos were not sufficiently described
Videos were dry or boring
Videos did not have an appropriate pace
Videos repeated information
Video material was too complex

No Drawbacks or Neutral Result
No drawbacks or suggestions

Approach Differently
Do not flip courses in general; use traditional teaching
Do not flip this course in particular
Provide students with a choice on flipping
Flip only a portion of the class periods

Prepare, Equip & Incentive Students To Flip
Prepare students for the flipped learning style
Incentivize students, including video quizzes
Clarify/emphasize expectations, including video watching
Provide video "lecture" notes
Ensure videos available in advance for students

Student Learning
Lesser understanding or learning
Difficulty learning from a video

Video/Online Learning
Students unable to ask questions during a video
Instructor unable to sense student understanding in a video
Distractors to viewing videos in a non-classroom setting
Less motivation to attend class