

What is flipping the classroom?

Flipping the classroom, or ‘inverted teaching’ is a response to the idea that class time can be used to engage students in learning through [active learning](#) techniques, rather than through delivering lectures alone. Flipping the classroom is the process of replacing traditional lectures with more [student-centered learning strategies](#), such as [active learning](#), [discussions](#), [problem-based learning](#), and other forms of [group work and peer instruction](#). Content delivery is moved outside of the classroom, for example, through [videos](#), or pre-class readings.

There is no one formula for flipping a class, as the amount of flipping from course to course, and class to class can vary. Here are examples from both ends of the spectrum:

- An instructor integrates a 5-10 minute hands-on learning activity into a class period and consequently lectures for 5-10 minutes less.
 - An instructor designs lessons in which content is delivered completely through video segments and pre-class reading and exercises and class time is used entirely for [group work activities](#).
 - With the advent of technology that can more easily facilitate content delivery, such as [lecture capture](#), [videos](#), podcasts and other online information, there are now more ways for learners to access knowledge. The lecture is less essential to content delivery than it once was.
 - Students report that they prefer courses that have online components (ECAR, 2012).
 - The following video is a great intro to flipping:
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- <http://www.sophia.org/what-is-the-flipped-classroom/what-is-the-flipped-classroom--3-tutorial?pathway=flipped-classroom>