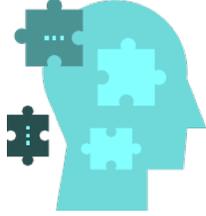


Tips and Tricks for the Teacher's Toolbox

Handling Student Push-back
against Flipped Learning

Handling Common Issues Students Raise about Flipped Learning





Issue 1:

“You’re not teaching the class”

- Students notice drastic difference in role of lecture in flipped learning environment
- Student experience discomfort with not having class time focus on lecture
- Students equate “teaching” with “lecturing”

Handling this issue – Conversation revolving around questions below and answers.

1. What are our respective roles as instructor and student?
2. What kinds of knowledge and skills are expected of you when you work in the medical world?

[More Info](#)





Issue 2:

“ I’m having to teach myself the subject”

This perception likely rooted in belief that:

- role of the teacher is to provide direct instruction on new concepts.
- student incapable of having meaningful first contact with new concepts
- any learning expected outside direct instruction in group space is inappropriate.

Handling this issue – Conversation revolving around questions below and answers.

1. What do you think are the roles of the professor and the student in this class? (And don't just say, “ The teacher has to teach ”; what does “teaching” mean?)
2. Do you believe that it is possible to learn some new things individually, or does this learning happen only in class?
3. Do you believe that it is appropriate to be asked to learn some new things individually?

[More Info](#)





Issue 3:

“ I learn best when I am lectured to”

This perception likely rooted in belief that:

- role of the teacher is to provide direct instruction on new concepts.
- student incapable of having meaningful first contact with new concepts
- any learning expected outside direct instruction in group space is inappropriate.

Handling this issue – Conversation revolving around questions below and answers.

1. What does learning mean? Is transferal of information, learning? What goals do you have for learning in a college class? Hence what goals do you have for different kinds of instruction?
2. What are the most important three to five things that you have learned how to do in your life? How did you learn these things? Was there a major role for direct instruction in learning these things?

[More Info](#)





Issue 4:

“It takes too much time outside of class”

The Guided Practice for a single 50-minute lesson should take no more than 75 minutes, if done by a student who has adequately understood the prerequisite material. This time frame includes the running time of the videos assigned and the estimated time to complete reading assignments. So, for example, a Guided Practice for a 50-minute class session might contain 15 minutes' worth of video to watch, followed by exercises that will take 30 minutes or so to complete, once the videos have been viewed. The remainder of the time might be dedicated to reading or rewatching portions of the videos or asking questions.

This time frame accords with the common rule of thumb that college students should spend two to three hours outside of class working for every 1 hour in class. For a 50-minute session, this amounts to 100 to 150 minutes; the 75-minute time frame is therefore assuming that about half the time outside of class should be spent preparing for class. The other half is spent on post class activities; because we are shifting some of the items of work that would traditionally be "homework" back into the group space instead of individual space, we are "buying" that time outside of class for students to prepare.



Issue 4 (cont'd):

“It takes too much time outside of class”

Once we are reasonably satisfied that the assignment is as lean as we can make it, we have to ask some questions of students:

- What are you doing when you do this work? That is, what are the habits and practices that you engage in when doing the Guided Practice or other individual space activity?

An exploration of this question gets students to engage especially in metacognition and the specific phases of forethought and planning and of reaction and reflection. It also gives us insights on how to diagnose poor or unproductive habits. Asking this question is just part of the job of being a professional educator.

- How much time spent outside of class on a college course is appropriate?

Whether the “two to three hours outside of class” rule is truly appropriate is an interesting conversation to have with students.

[More Info](#)





Issue 5:

“I don't have a way to ask questions before class”

In a live lecture, as one might get in a traditionally structured class, there is at least the perception that a student can stop the lecture at any moment and ask for clarification or further insight. In a flipped learning environment, where direct instruction is relocated to the individual space and students are responsible for first contact with new concepts, there is frequently an equal and opposite perception that no such intervention can be made because students are working individually. Students often feel that they have no way to get help when they are learning the new concepts in the individual space.

On this issue, unfortunately, the students might be exactly right. If Guided Practice or other individual space activities are set up for students to encounter new concepts individually, but the channels for interacting with others and getting help are not present or hard to access, then students really do not have a way to ask questions or seek help, and this is not the situation in which we would like to place students. Students are encountering new concepts in the individual space, but we do not want students to be on their own while they are learning. The intention with flipped learning is for students to develop skills with self-teaching and self-regulated learning—which includes taking initiative to seek help from experts and friends if needed. I here should be varied and robust opportunities for students to ask questions, seek clarification, and collaborate with others while they are working in their individual spaces, and our syllabi should make it clear that it is okay to ask for help on individual space work. (The boundaries for acceptable collaboration should also be clearly spelled out in your academic integrity policy in the syllabus; but there should be some way for students to ask questions during this phase, even if those questions may be addressed only to you.)



Issue 5 (Cont'd):

“I don't have a way to ask questions before class”

Office hours, e-mail, electronic discussion boards (e.g., “Ask the Professor”) where students can post questions

Ask ourselves:

Am I providing enough ways for students to ask questions and seek help while learning individually?

Are the students sufficiently aware of these resources?

Are there ways to improve those channels or add more?

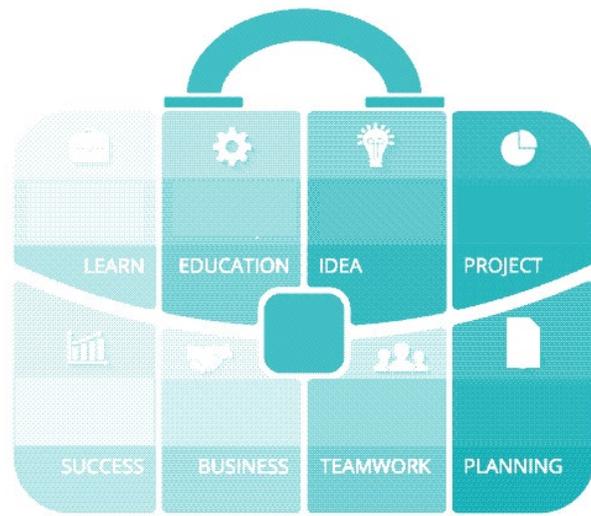
Ask students:

Are you aware of the channels for asking questions?

What improvements or additions could we include to make it easier for you to ask questions?

More Info





**We hope this information proved
useful to you!**

**Stay tuned for FS sessions
on Flipped Learning!**