Proposal for Faculty Learning Community AY 2013-2014
Creating Flipped (Inverted) Classrooms

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Description
Are you interested in innovative techniques that will capture your students’ interests and allow you to convey your passion for your discipline? Do you feel like you are trying to effect innovative change in isolation? Through this Faculty Learning Community we will explore the pedagogy of a flipped classroom and the technologies available to support flipping. This will be a “working” community where we learn from each other as we redesign our course(s) and create online material. Come with a course ready to be flipped. Throughout the fall, we will work on “flipping” a course that will be taught in spring 2014. During the spring we will discuss successes/failures of our newly redesigned flipped course.

Justification
The last few decades have seen numerous publications showing that students learn best by doing. Numerous studies have shown that lectures are an ineffective (passive) way of teaching. From Alison King’s “From Sage on the Stage to Guide on the Side” [1993] to Eric Mazur’s “Peer Instruction: A User’s Manual Series in Educational Innovation” [1997], faculty have been exploring techniques that promote student-centered active learning. Students are often not aware of their misunderstanding until they try to apply that understanding on homework or other problem solving activities. The Flipped Classroom paradigm focuses on making the professor available to the students when misunderstandings are most likely to become evident.

Goals
• Explore pedagogy of a flipped classroom. What do students do in/out of class?
• Explore technologies available to support flipping a course.
• Flip (redesign) an existing course. Create online material(s).
• Explore successes/failures of flipping the classroom real-time.

Outcomes
• Develop a cohort of faculty experts in Flipped Classroom pedagogy.
• Implementation of flipped pedagogy for select course(s) offered in spring 2014 semester.
• Develop “best practices” presentation for iTeach workshops.

Meetings
Over the course of the academic year this FLC will meet approximately 10 times on dates, times, and at locations agreed upon by the group.