

# BerkeleyHaas

Haas School of Business  
University of California Berkeley

## Part 3: Online & Digital Education at Berkeley-Haas: Flipping the Classroom

April 13, 2015

# Agenda

- Introductions
- Myths & Truths
- Best Practices & Pitfalls
- Getting started
- Questions & Comments

# MYTH 1



Flipped classroom is only for delivering supplemental materials to students in large lectures

# Truth #1: What does flipping your class mean?

- It is a theoretical model “in which students spend their in-class time discussing questions and solving problems in collaborative groups” (Geoffrey Garrett, Wharton’s Dean).
- Outside of class, time that would have been spent on “homework” is instead spent by students absorbing basic concepts via both traditional materials like reading assignments as well as videos and other online media or tools.
- The instructor functions more as a facilitator than a traditional lecturer.

## MYTH 2



It's all or none -Instructors have to create flipped learning content for the entire course using videos only

# Truth #2: Use it where it fits best

- You can leverage flipped classroom tools on a smaller scale (e.g. week, unit).
- Flipped learning content is not just videos but can include other learning activities.

# Variety of flipped learning activities

- Reading assignments
- Video (quizzes, polling, discussion forums)
- Voiceover on PowerPoint slides
- Curated set of web resources
- Podcasts
- Group Work

# MYTH 3



It is a one way teaching approach that has no evidence it works



# Truth #3: There is early but powerful evidence it works

- **“The course went from being mostly rated as poor to being mostly rated from good to excellent,” Prober said. “Attendance at lectures went from 20 percent to about over 90 percent in the optional interactive session. It was really pretty dramatic.”**  
– *Stanford University & Khan partnership for med schools (2013)*
- **“Reviewing materials beforehand and turning a lecture into an interactive working session yields statistically significant improvements in engagement, test scores, and overall long-term learning.”** - *Vanderbilt University Center for Teaching (2014)*

# BEST PRACTICES & PITFALLS



Severin Borenstein & Zsolt Katona

# Examples (Severin & Zsolt)

# GETTING STARTED

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- How do I do this?
- How much time does it take to create flipped content?
- Where can I get help?

# ECSM

- Services provided to faculty for flipped classroom...

# QUESTIONS & COMMENTS



THANK YOU!

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