

Teaching Tips

A Forum for discussion and tips for advancing teaching and learning at Mona

Centre for Excellence in
Teaching and Learning, The
UWI Mona



Special points of interest:

- The Teaching Tips Newsletter is a publication of the Centre for Excellence in Teaching and Learning (CETL) at the UWI, Mona.
- The newsletter is published three times during each semester and a summer edition. It provides tips for improving teaching and learning in higher education and is available online (<http://mona.uwi.edu/cetl>) as well as in the office of the CETL.
- If you need additional teaching tips on specific classroom practices please contact us.

April 2017

Volume 9, Number 6

Two ways to use the “Flipping the Classroom” teaching strategy in large classes

Flipping the classroom is one of the approaches to teaching and learning occupying our attention over the last few years. It is intimately associated with this era of teaching with 21st century technologies. Essentially, to talk about flipping the classroom is really to issue an invitation to change the pedagogical model of the traditional way of teaching and learning in the university or the higher education setting. It is well known that in traditional university and college classrooms, students are generally presented with information by way of the lecture or by employing some other presentational teaching strategy. In the flipped classroom, the lesson is provided for the student in another format, for instance, by way of video, podcast or even in audio. In most instances, lectures are usually pre-recorded and actually sent to the students. These are usually easily accessed by students, for instance, online. In this way, the traditional approach to teaching in-class is moved out of the classroom and students are expected to review the material independently. This creates opportunities for university teachers to use the in-class time to assist students to learn the content hence, in-class activities become learning-centred, for instance, assignments that will promote and advance learning.

Possibilities for Active and Engaged Learning

It is clear that in the flipped classroom there are many opportunities for active and engaged learning to occur. Students might work in cooperative /collaborative groups to complete tasks and assist each other under the guidance of a teacher to learn. There are also opportunities for teachers to model, demonstrate, correct and redirect the thinking of students and help them to look at the subject matter content in ways that are more likely to produce learning and increase retention and recall.


There is some difficulty in flipping very large classes and oftentimes faculty prefer to use “think-pair-share and student response devices such as hand held clickers with


the appropriate questions to encourage engagement. There are other strategies that might be employed in the large class to engage students. Faculty will always want to ensure that students are challenged to utilise the higher levels of critical thinking. In this regard, the “Six Thinking Hats” is one strategy that might be employed. “Six Thinking Hats” is an approach to guide and focus students’ thinking, expand their perspectives, and generate creative approaches to solving problems (de Bono, 1999). Accordingly, “Six Thinking Hats” is a teaching strategy for promoting higher order thinking. Students share their ideas about the problem from different perspectives based on the hat they are wearing. In using this strategy, there are six hats with colours of white, red, black, yellow, green and blue.

Flipped Strategy #1: Six Thinking Hats



After sending the lecture to the students, for instance, in podcast use this strategy for the in-class teaching and learning session. Provide students with six different coloured hats to wear as they engage in analytical work, examining and critiquing a particular problematic situation. For a large class, you might assign a different coloured hat to six different sections of the class. Students in each section might be asked to work in pairs or threes to look critically at the issue at hand. The colour of the hat will reflect the task that will be assigned to the student in some way, shape or form.

 Students in the first section of the class will be assigned a white hat. They will be asked to look at the information that is provided in very clear format, for instance, facts that might be adduced from the data provided.

 In the second section of the class, students will be assigned a red hat. They will be asked to look at the emotions that the issue under

Two ways to use the “Flipping the Classroom” teaching strategy in large classes

consideration stirred up or the emotions of the various actors in the situation.



In the third section of the class, students will be assigned a yellow hat. They should be asked to focus on the particular benefits associated with the situation or the positive impact that emanated from the situation.



You will assign the black hat to students in the fourth section of the class. These students should be asked to look at how persons were judged and even cautioned, admonished or punished because of their involvement, real or perceived on some particular action that might be problematic for the state or the powerful of society.



There would also be the assigning of a green hat to students in the fifth section of the class. These students could be asked to deal with issues associated with new life, creativity and fresh thinking.



Finally, the sixth hat will be the blue one and students in the sixth section of the class will be assigned this hat. They should be asked to critically engage the content associated with the major outcomes, decision or judgements arrive at.

Flipped Strategy #2: Paired Jigsaw



The “jigsaw” teaching strategy is one of those associated with classroom discussion and it can be an effective way to engage students in large classes. Tewksbury (1995) offers the following description of this teaching and learning strategy: “In this technique, teams of students are assigned to investigate different aspects of the same problem/issue. Once teams have completed their assignments, members of each team are then dispersed among new groups and teach group members from other teams about what they have learned” (p. 322).

In very large classes, it might not be feasible to form several groups. A useful adaptation of this strategy is to assign a reading and provide two topics for the class to prepare. One section or half of the class should be assigned one reading, Reading A and the other half, Reading B. Students should be encouraged to prepare their readings very well and come prepared to teach the assigned reading to a peer. They should come prepared to at least teach the most important concerns raised by the reading. Students might also be asked to come prepared with an outline of the major concerns of the reading or prepare a worksheet to use in the teaching section.

When the class is held, students should be asked to form peers based on each peer consisting of persons who had different readings, one person should have prepared Reading A and the other Reading B. Students should be allotted time to teach their partners the reading prepared for the class.

References

- deBono, E. (1999). *Six thinking hats*. MICA Management Resources, Inc.
- Tewksbury, B. J. (1995). Specific strategies for using the “jigsaw” technique for working in groups in non-lecture based courses. *Journal of Geological Education*, 33, 322326. Retrieved from <http://www.nagt.org/nagt/jge/abstracts/1995.html#v43p323>

Check us out at:

Our website: myspot.mona.uwi.edu/cetl

Twitter: twitter.com/cetlmona

Blog: <http://cetlmona.blogspot.com/>

Facebook: www.facebook.com/cetlmona

Flickr: <https://www.flickr.com/photos/cetlmona/>

Voice: 935-8341 extn 2341, 2730

Email: cetl@uwimona.edu.jm

YouTube: [cetlmona](https://www.youtube.com/cetlmona)