**Have You Flipped Your Classroom?**

*By Michael Sukowski*

To answer this question, a definition must first be offered for the term “flipped classroom.” Flipping your classroom is a form of blended learning that uses internet technology to fully utilize your classroom time. An instructor who uses web-enhanced/internet technology is able to spend more time interacting with their students instead of using classroom time to lecture.

The most commonly used tool is short teacher-created videos or podcasts that students view outside of the classroom. In the classroom, the student applies the knowledge by solving problems through practical work or class discussion. This discussion can take place in the classroom or using a course management tool, such as Moodle, in the form of a discussion forum. Having the students view the “lecture” outside of the classroom also affords them the (Continued on back)

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**Magna Publications to the Rescue**

“There’s a wealth of web technology available to adventurous educators today. Some of it can greatly enrich the learning experience … but not all of it will.”

That’s the opening tagline for Magna Publications’ online course, “Teaching with Technology,” a four-hour, three-module course designed to help you integrate the best web-based tools available into your teaching. It along with a wealth of other resources—including online seminars, video recordings, workshops, white papers, and conferences—populate Magna’s website, all designed to assist higher ed instructors teach, connect, and grow.

Take a moment to look over what they have to offer at [www.magnapubs.com](http://www.magnapubs.com) and let the CTRE know if there are resources you’d like to utilize in your own teaching.
Faculty Workshop

On Wednesday, July 18, there will be a faculty workshop in the CTRE titled, “Getting Students to Do the Reading: Practical Suggestions for Course Design.” In this workshop, we will discuss concrete strategies for redesigning both undergraduate and graduate courses to promote consistent, critical reading of course material. Drawing on recent research on learning, we will explore:

1) Common reasons why students don’t do course reading (it’s not only that they’re busy!);
2) Ways to structure challenging but manageable reading loads;
3) Effective strategies for making students accountable for the reading; and
4) The question of trade-offs (e.g., Do quizzes sacrifice deep learning for reading compliance? Do they need to?)

This workshop will be led by Jodi Cressman, Associate Professor of English and Founding Director of the Borra Center for Teaching and Learning Excellence at Dominican University. It will take place on Wednesday, July 18 from 12:00 to 2:00 p.m. in the CTRE’s LIB 301. If you have any questions, please contact James Kowalski at jkowalsk@csu.edu or x2498.

Click here to RSVP.

Adjunct Orientation and Development Day

The CTRE will be hosting Adjunct Faculty Orientation and Development Day on Saturday, September 22.

This will be an opportunity for adjunct instructors to become better acquainted with CSU and its resources, and to build a greater sense of community and collegiality.

Watch for more updates soon!

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opportunity to review the content until they feel they have mastered it.

Any time you have students watch a video, whether online or in your classroom, it is important to build in reflective activities such as journals, blogs, wikis, etc., so that they have an opportunity to think about what they have learned, how it will help them, and its relevance to their lives.

Flipped teaching allows instructors to provide more hands-on guidance, assisting students as they create new ideas at the upper end of Bloom’s Taxonomy.

Here are some benefits of the flipped classroom:

- Provides more time to spend one-on-one helping students
- Builds stronger student-teacher relationships
- Affords students the ability to review the lessons and master the topics at their pace and convenience
- Creates a collaborative learning environment

For more information regarding the flipped classroom and how to make it work for you, contact Rochelle Johnson (rjohns30@csu.edu) or Michael Sukowski (msukowski@csu.edu) of the CTRE and watch for future workshops on this topic.