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...s no single model for the flipped classroom—the term  
...ed to describe almost any class structure that provides  
...rded lectures followed by in-class exercises. In one  
...mon model, students might view multiple lectures of ve to  
...even minutes each. Online quizzes or activities can be interspersed  
to test what students have learned. Immediate quiz feedback and  
the ability to rerun lecture segments may help clarify points of  
confusion. Instructors might lead in-class discussions or turn the  
classroom into a studio where students create, collaborate, and put  
into practice what they learned from the lectures they view outside  
class. As on-site experts, instructors suggest various approaches,  
clarify content, and monitor progress. They might organize  
students into an ad hoc workgroup to solve a problem that several  
are struggling to understand. Because this approach represents a  
comprehensive change in the class dynamic, some instructors have  
chosen to implement only a few elements of the flipped model or  
to flip only a few selected class sessions during a term.

### 3. Who's doing it?

A growing number of higher education individual faculty  
have begun using the flipped model in their courses. At Algonquin  
College, a video production class has been using this model to  
explain the workings of editing software, a procedure that is  
notoriously difficult to explain in a standard lecture. Short tutorial  
video lectures let students move at their own pace, rewind to  
review portions, and skip through sections they already understand,

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## 6. Where is it going?

As the flipped class becomes more popular, new tools may emerge to support the out-of-class portion of the curriculum. In particular, the ongoing development of powerful mobile devices will put a wider range of rich, educational resources into the hands