

From: [Jonathan Eldridge](#)
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Subject: Fall 2022 Faculty Information & Updates, Volume XVII
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Attachments: [Flipping a Class Helps.pdf](#)
[2022 Holiday Sale Flyer.pdf](#)

Dear College of Marin Faculty:

We have arrived at the last week of instruction for Fall Semester 2022. This last message highlights lessons learned from flipping your classroom—including the reason flipping a classroom works to improve learning outcomes (and it's not what the researchers expected).

I hope you have taken at least a few useful ideas and pondered some of the questions and content I've shared this term. I've heard from quite a few of you with your thoughts, ideas, and reflections, which I very much appreciate. Enjoy the impending winter break and I look forward to seeing and working with you in 2023. *Flex Week begins on Tuesday, January 17th.*

Also for you this week:

- Please share with your students that this Wednesday, 12/7/22, is the last day for food distribution, which will restart on Wednesday, 1/25/23.
- The College of Marin Ceramics Department will be holding a one-day holiday sale on Thursday, Dec 8th from 10am-6pm, in the Ceramics room of the Kentfield Campus. Come donate to the ceramics department with your purchase of items made by COM instructors Logan Wood, Barbara Obata and Jason Dunn. All purchases made will be donations to the ceramics department for a visiting artist lecture series. Credit Card sales will be done through a secure online donation link that can be accessed at the point of sale. We would love to see you there. *Flier attached:*

COM Ceramics 2022 Holiday Pottery Sale

Thursday, Dec. 8, 10am-6pm

Ceramics Room, Bottom floor of Fine Arts Building Room FA131, Kentfield

As always, if I can be of assistance in any way, do reach out.

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Flipping a Class Helps — but Not for the Reason You'd Think

What's in a Flip?

In a flipped course, students encounter the material ahead of class, often in a lecture video. This frees up class time for the active-learning activities that research has found can deepen their understanding. The model has grown more popular, and there's evidence to support it: While the size of the effect varies, studies have shown that flipped classrooms lead to better outcomes than traditional ones.

But [a new meta-analysis](#) published in *Frontiers in Education* complicates that picture. The paper, based on an examination of 173 studies, does find that flipping yields better student outcomes — but not for the reasons its proponents would probably expect. The benefit wasn't driven by students using class time for active learning — by and large, their classes didn't even offer much of it.

Instead, the meta-analysis found, flipped classrooms helped students by increasing their exposure to the content. Students essentially took a traditional class that lasted longer.

"To the extent that people might flip their classrooms with the hope that that would be the magic bullet, no, that's not true," said Manu Kapur, a professor in the department of humanities, social and political science at ETH Zürich, in Switzerland, and the paper's lead author, in an interview. "I think you really need to pay attention to how you're designing both the online content and the in-class interaction."

The meta-analysis considers studies in the aggregate: It doesn't show that *no* instructors who've flipped their classrooms provide active learning in class, Kapur said. But even when active learning was present, the paper notes, it did not add to the effect.

"This questions the quality of implementation of many flipped studies, as one of the core claims is that active learning is critical to its success," wrote Kapur and his co-authors, John Hattie, Irina Grossman, and Tanmay Sinha. "It seems not."

The meta-analysis also found that when traditional classes included more active learning, the gap between them and flipped classes closed or even reversed. This suggests, the paper says, that well-designed active learning works regardless of flipping, "and we should focus on that more squarely." (There could be other reasons for flipping, the authors note, such as improving access to the course content.)

The authors identified one form of active learning as particularly effective: problem-solving. That led them in an unexpected direction, tying their findings to literature on productive failure.

The paper also points out that while flipping is regarded as an innovation, both it and a traditional model have two steps, and they're in the same order: content delivery, followed by practice.

The authors propose a different model of flipping that gives their paper its title, "Fail, Flip, Fix, and Feed — Rethinking Flipped Learning: A Review of Meta-Analyses and a Subsequent Meta-Analysis."

Their model:

- Fail: Give students a chance to try solving problems. They won't have all the information needed to arrive at the solution, but the attempt activates their prior learning and primes them for the coming content.
- Flip: Deliver the content ahead of class, perhaps in a video lecture.
- Fix: During class time, a traditional lecture can deepen understanding and correct misperceptions.
- Feed: Formative assessment lets students check their level of understanding.

I find this paper interesting for a number of reasons. It ties into a challenge I'd like to dig into in the future: the gap that can exist between a teaching approach as described in research literature and as applied in the classroom.

Beckie Supiano writes about teaching, learning, and the human interactions that shape them. Follow her on Twitter [@becksup](https://twitter.com/becksup), or drop her a line at beckie.supiano@chronicle.com.