

# PAINLESSLY INCORPORATING LEARNING

Flipped learning is an active, learner-centered approach that moves instruction from the group learning space to the individual learning space, allowing for dynamic, interactive instruction during valuable class time.

With students preparing and learning off-loaded content **before** class, effective learning techniques can be applied **during** class, which are reviewed and reinforced by the student **after**.



## » Research shows this model promotes engagement in the classroom and improvement in student outcomes.

1

**Before class:** introduce the concepts to students by assigning them e-learning modules, videos, and peer-reviewed articles from online sources.

2

**During class:** instead of lecturing, become a facilitator of student debates, small group discussions, case-based learning, or other critical thinking activities.

3

**After class:** encourage students to review materials through assessments or projects.

There are endless possibilities for your flipped learning in-class activities. However, two relatively simple ones are Poll Everywhere and Mindomo.

### Flipped Learning Tools

- » **Poll Everywhere ([www.poll.everywhere.com](http://www.poll.everywhere.com))** is a real-time audience response application that allows instructors to motivate and measure learning during class. Polls can be viewed on the Poll Everywhere website or embedded within a PowerPoint presentation and integrated with Canvas. UNMC has a campus license, so contact your IT department for more information.
- » **Mindomo ([www.mindomo.com](http://www.mindomo.com))** is a concept mapping software that integrates with Canvas for organizing and understanding ideas around a central topic. During class, students could brainstorm and collaborate to solve problems. Anticipate three hours of set up upon first use, but only 30 minutes for each session after.



Visit [iLearn.unmc.edu](http://iLearn.unmc.edu) for more information



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#### Additional Resources

- Flipped Learning Network (2019). Retrieved from <https://flippedlearning.org/>
- Moffett, J. (2015). Twelve tips for "flipping" the classroom. *Medical Teacher*, 37(4), 331-336.
- Sharma, N., Lau, C. S., Doherty, I., & Harbutt, D. (2015). How we flipped the medical classroom. *Medical Teacher*, 37(4), 327-330.