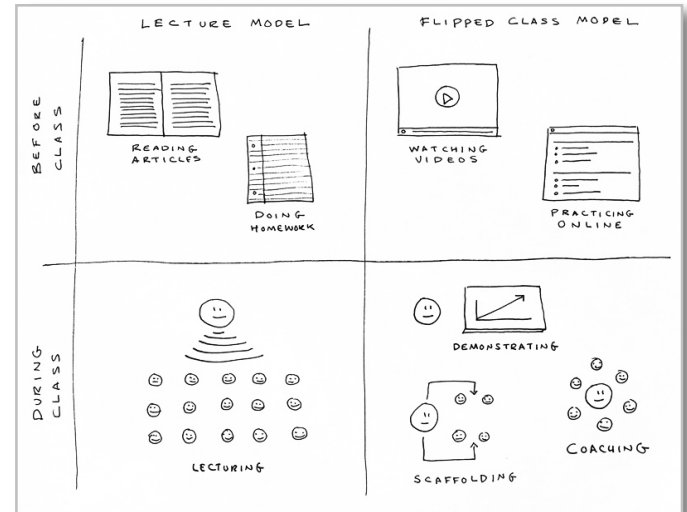


## The Flipped Classroom

The flipped classroom model inverts traditional lectures; students watch a mini video lecture online prior to coming to class. Faculty members create and curate video lectures for students to watch before or after class. In-class student discussion and apply concepts, strategies, and knowledge learned.

**Educational Objectives:** To create a student-centered learning environment that encourages discussion, problem-solving and practical applications.

**Tools:** Screenflow, Camtasia, or other screen recording software; a microphone; a camera (optional); Powerpoint



## Getting Started

### Discuss Your Idea

Meet with CITL to discuss applying the flipped class approach to your course.

### Start Small

Consider flipping one lecture at first. Identify a single topic and outline what you and the students will be doing before, during and after class. Consider those class sessions where you find yourself doing all the talking.

### Plan Class Activities

Design your classroom activity to foster student discussion, collaboration, and problem solving. Ultimately, the in-class work gives students the opportunity to actively apply the concepts and principles learned from your video lecture. Consider how your role will change in the classroom. Will you serve as a facilitator, mentor, consultant, or coach? How will student work done in-class be evaluated? Set clear expectations and provide feedback.

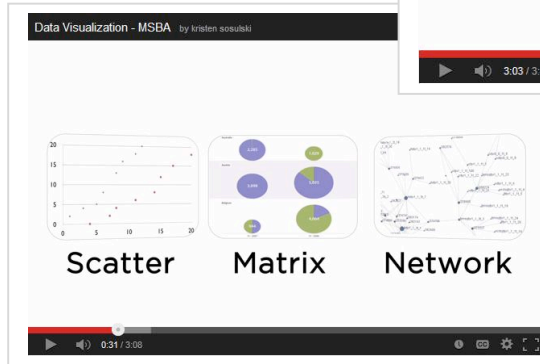
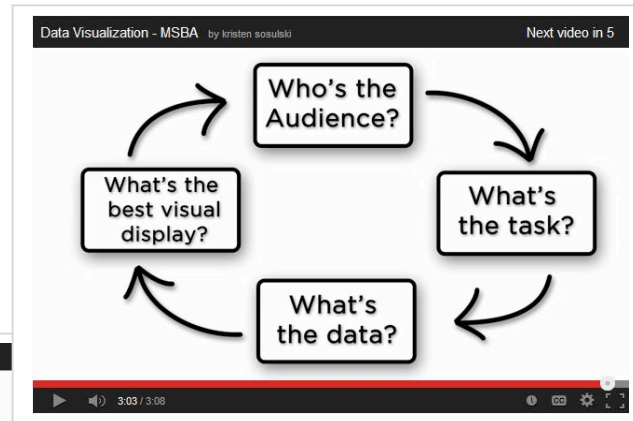
### Make A Video

Focus on communicating the most salient content via video lecture. To prepare, select the slides, examples, and talking points. Publish and curate your video and other relevant content in NYU Classes.

**Contact CITL to learn more about flipping your classroom.**

## Example: Data Visualization

Professor Kristen Sosulski developed a set of online videos for her course Data Visualization offered in the Langone and MSBA programs.



## Example: The Project

