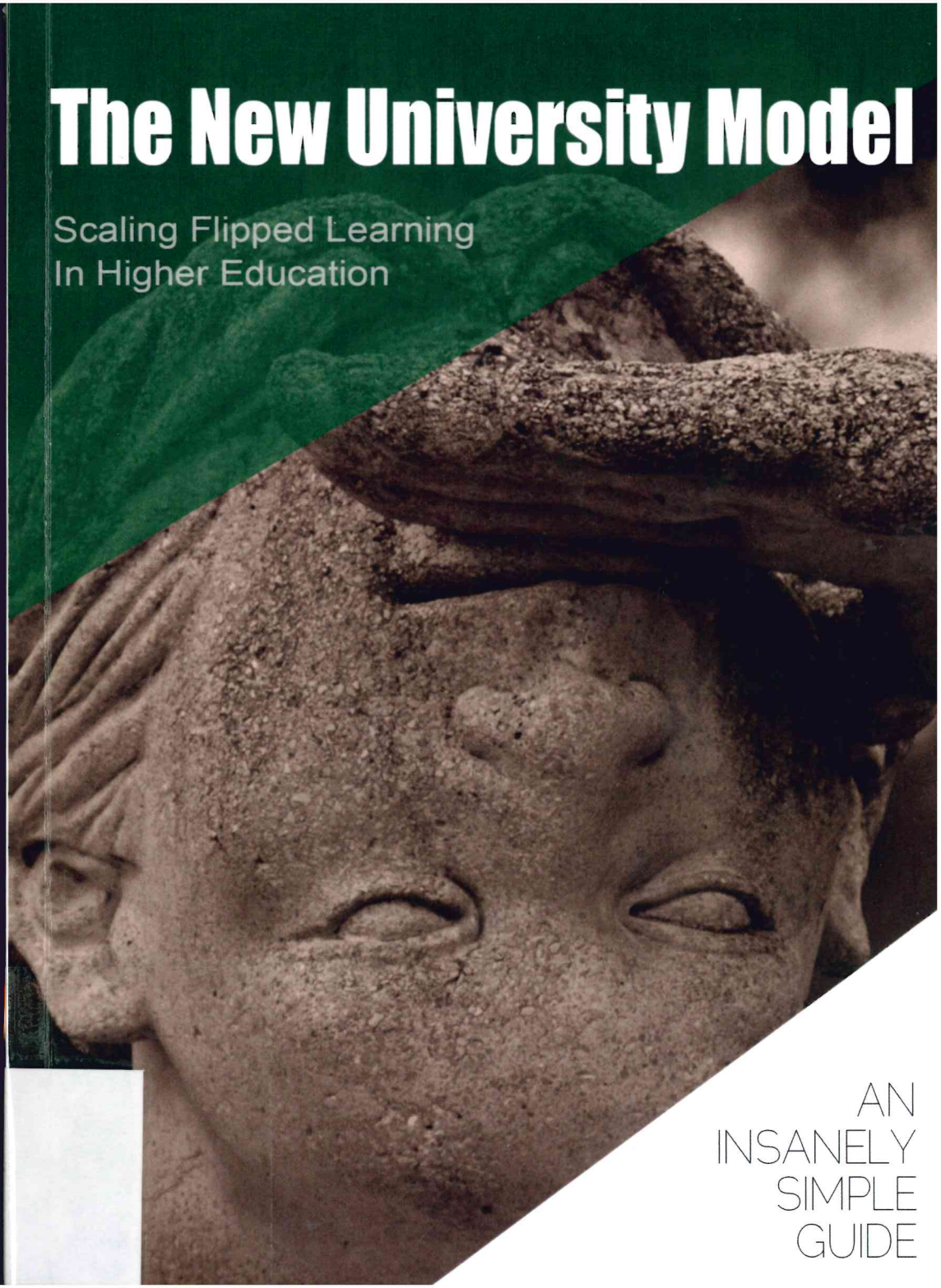
The New University Model

Scaling Flipped Learning In Higher Education



AN INSANELY SIMPLE GUIDE

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Foreword

When I developed Peer Instruction and first flipped my classroom back in 1991, I never imagined a revolution was about to happen in education. I was simply trying to solve a problem in my own classroom — I discovered that the students in my class at Harvard were relying on memorization and rote problem solving rather than developing critical thinking skills and deep understanding. I decided to throw the information transfer out of the classroom and developed an active form of learning called Peer Instruction, which has been shown to greatly increase learning gains across a wide range of disciplines and educational settings, from elementary to post-secondary education.

Looking back, I was hardly the first one to "flip" learning. As any scholar of antiquity knows, lectures did not exist at the school of Athens. Education involved discourse, not merely transfer of information. With the founding of the European model of the university, discourse and active engagement were thrown out of the classroom and lecture became the predominant form of "education" — an "inverse flip," if you want! Perhaps the first incarnation of flipped learning dates back to the late 19th century when the Harvard Law school transformed legal education by introducing the case method. The method later spread to Business Schools.

In the past decades, Flipped Learning has been widely adopted across the globe and there are likely to be as many ideas of what Flipped Learning entails as there are people talking about it. Some think that just having students watch prerecorded videos constitutes Flipped Learning. The big question, however, is what happens inside the classroom, and what the roles of both the teacher and the students are in the learning process. Over the past year, 100 experienced Flipped Learning educators from 49 countries collaborated to identify a coherent set of global best practices. The practices were articulated and adopted as global standards for implementing Flipped Learning at many different levels by the Academy of Active Learning arts and Sciences (see aalasinternational.org). This book is based on those standards.

In this book, Muhammed Şahin and Caroline Fell Kurban present a new university model — one with Flipped Learning at its core. The model involves a comprehensive learning design that engenders deep and lifelong learning across the entire higher-education landscape. As the authors show, it's not enough just to flip the learning. One needs to rethink assessment, consider student motivation, learning spaces, and the role of technology in support of pedagogy. Finally, we must be as scholarly about our approaches to education as we are in our disciplinary fields. The book is a must-read for any innovative educator or higher-education administrator.

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