Flipping FLC Summary

I was drawn to participate in the FDC on “Flipping” because I already had flipped my CHEM 351 (Organic Chemistry I) course as part of a grant-funded course redesign initiative. My hope was that I would be able to share my experiences and, more importantly, get feedback on my experiences from like-minded colleagues. In summary, my participation in the FLC did all that and more! The network of support was really great, both from my fellow FDC participants and from the guest speakers who came to our meetings to share their best practices. I really appreciated the thoughtful conversations with colleagues both inside and outside my college while we discussed a range of issues related to flipping our classrooms. I was somewhat surprised how much I gained from conversing with colleagues outside of the STEM fields. These conversations helped me pull back from the content-related issues and focus on the pedagogical strategies.

I expect that my participation in the Flipping FLC will impact my future teaching in numerous ways, both big and small. During summer 2014, I taught CHEM 351 to a relatively small group of students (50) and I was able to use the CASTLE space. I always teach in a lecture hall during the regular semester, so this was a new experience for me. I was able to use the resources of the FLC to prepare for this experience by visiting a class in the CASTLE taught by another Flipping FLC participant. Using this space underscored for me how important the physical geography of the classroom can be to achieving the active classroom environment that is a key feature of the flipped classroom pedagogy. As I contemplate my fall offering of CHEM 351, I am considering how to best replicate the intimate feel of my smaller summer class when I am back in a lecture hall with a significantly larger class (250). I expect that some of the technology-based discussions from the FLC meetings will be particularly useful. More broadly, I am a recognized leader in flipping the classroom in my department. I am confident that the number of variations on the flipped classroom I was able to discuss with my fellow FLC participants will enable me to be a better resource for my departmental colleagues. I certainly learned that there is more than one way to flip a class!