

**5.) To what extent did the following reason(s) prompt you to teach a flipped course?**

- Accommodate various student schedules
- Attending conferences and workshops on teaching and learning
- Convenience for students travelling a long distance
- I believe experiential learning is more effective than lecture-based learning.
- To get more effective positive student outcomes
- Wanted to use class time for more application activities
- We lost our building and office
- This is a hands-on class
- Student behaviors suggest they dislike lecture based classes
- Scheduling
- Our students are non-traditional and work a lot of hours off-campus
- I wanted to modernize my approach-- generally, textbooks are dusty relics
- Broadening access to the course to off-campus learners
- I believe experiential learning is more effective than lecture-based learning.
- I wanted to engage the students more during face-to-face class time
- I was influenced by my peers in my professional teaching organization
- It benefited the format of the class and content
- Student's high contact with tech
- Students learn the material better and can think critically about the content more easily
- To allow more time to discuss more complicated concepts, rather than delivering straightforward information
- Inclement weather closed our campus for a number of days
- It's just how we do it in the Humanities

**6.) What challenges did you experience in teaching a flipped course?**

- Getting students to complete the work before class
- Finding time to create and update materials
- Developing in class, group activities
- Creating the lecture videos
- Getting the students to actually view the lecture prior to class meetings
- Ensuring students are completing work individually
- Getting students comfortable with the format
- Having adequate time to prepare course material
- Holding students accountable for studying and reading prior to class
- It is time-consuming, it requires high-levels of organization
- It requires that students come to class prepared. It is more work for the instructor.
- Lack of student completing assignments before class
- Some students are reluctant to this design
- Student technology at home is often inadequate
- Students not accustomed to this
- Students often do not prepare/read the material in advance
- The biggest challenge is that students would NOT utilize the videos, articles, and other materials posted
- The extra time it took to prepare the online material was much more than I expected
- Students have to adjust to a "new" way of learning
- Student "buy-in" to the process and learning benefits
- Many students are not used to learning independently
- It is counter to everything they have experienced before

## 7.) What benefits did you experience in teaching a flipped course?

- The students benefit
- Students grew so much and learned about collaboration
- The flipped course allows more in class discussion versus lecture
- More in-class time for application
- It inspired students to think critically on their own
- Helped to increase my class progress.
- Faster progress
- Classroom is more exciting and engaging.
- Don't have to repeat the information over and over
- Able to cover more material
- Allows background information to be accessed outside of class
- I believe it allowed students more flexibility in doing the work at a time that suited them
- I can help students more during the class time
- I notice that the students have a greater mastery of the material
- It allows for more content to be covered
- Makes students engage in learning
- Student's ability to problem solve and critically think through a concept
- The ability to do more activities related to processing the information in class
- We can explore concepts a little more deeply
- Class time is used much better if students do the preparation work
- Higher levels of student engagement
- Students liked the activities and they were related to real life situation/activities
- Students like the benefit of being able to pause the video and rewatch it
- Students can move through material at their own pace
- Less of the sage on the stage, more student engagement

## 8.) What is the general feedback you have received from students who participate in your flipped courses?

- Too much material to cover before class time
- Too much work; why don't you tell us what we need to do?; is this on the exam?
- Well organized. Too demanding.
- They say that they learn better from in-class activities
- They often complain that I "don't teach"-in other words I don't summarize the reading or other materials in a lecture
- They like the technology aspect
- They like it. They can re-study the audio and video clips at their leisure
- The majority say they just want to have lecture
- Students prefer it, find it more engaging, less boring, more useful
- Students love the flexibility of completing the weekly assignments within their personal schedule
- Students appreciated having electronic material they could access 24/7
- Some students who are not accustomed to a flipped course feel that they "have to teach" themselves
- Positive - enjoyed the exercises and having more time to go through materials at their leisure
- Too much busy work. We're teaching ourselves
- Informal student feedback relates the idea of enhanced learning
- Increase in their feeling of competence to do the work using what they learned
- I learn so much more in your class than other classes
- Hesitation at first, and then they enjoy the process
- They find it difficult to understand what is expected of them