

Spotlight on: Flipping the Class

Considering flipping your class? MyLab assignments and resources can help!

How do MyLab assignments ensure that your students are reading the text before lecture and applying course concepts to the real world?

[Farmingdale State College](#) flipped their class to address two challenges: students were not reading the text prior to class, and assignments lacked critical analysis. How did the variety of MyLab™ assignments contribute to a successful flipped class?

Warm-up assignments kept students accountable for reading the chapter material and coming to lecture more prepared to participate.

Watch It video exercises enabled students to see the concepts they were reading about in action, applying concepts to business examples.

Try It simulation exercises put students in the role of a manager where they were asked to analyze a business situation and make a series of decisions based on realistic challenges related to the chapter content.

How do students react to completing assignments prior to class?

The flipped class at [Florida A&M University](#) is designed for interactive, self-directed learning. Students are expected to read required assignments, attend class, and actively participate in discussion, with participation having an important role in the learning process.

Survey says:

- 97 percent of respondents agreed that completing MyLab assignments (Warm ups, simulations, and video quizzes) prior to class helped them get familiar with chapter content before attending lecture.
- 95 percent of respondents agreed that completing MyLab assignments prior to lecture better prepared them to participate in class.
- 87 percent of respondents agreed that the video exercises in MyLab helped them visualize the chapter contents in action.

How can you turn your class into an active-learning environment?

At [Ohio State University](#), instructors adopted Learning Catalytics™, a personal response system, to flip the class and create an active-learning, recitation class which now engages students in sharing knowledge and demonstrating their understanding of that knowledge.

Students speak:

“I loved doing the problems with Learning Catalytics in recitation because it really helped me understand what I was doing and helped me prepare for the problems on the exams.”

“I thought Learning Catalytics was a good way to check in during lecture and recitation to help us review.”

“[I liked] the live aspect of Learning Catalytics, being able to answer questions as the lecture material was presented to me, compared to having homework questions due several days after and trying to recall the information.”

Want to incorporate teamwork and peer-to-peer learning in your class?

Using Learning Catalytics, students at [Normandale Community College](#) worked in pairs at the onset of class to complete a multi-part problem, confirming that they completed the required pre-lecture assignments necessary for a successful flipped class. Students who earned Learning Catalytics scores above average also earned higher average quiz and exam scores (figure 1).

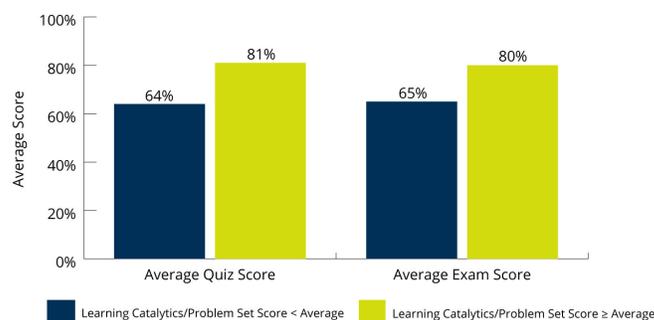


Figure 1. Average Learning Catalytics/Problem Set Score and Average Quiz and Exam Score, Spring 2017 (n=35)

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