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Flipped Classroom Model in CNP 4772: Health Disparities

The Challenge

- Need for a framework that integrated lecturing and hands-on learning into 50-minutes per week class time.

The Approach

Flipped Classroom Model

- Students viewed short video lectures at home. (before class session)
- Quizzes followed the videos (on Canvas).
- Students read articles and other materials at home.
- Students completed reading quizzes in class.
- In-class time: quarter-long photo voice project.
- Results of the photo voice were posted in a class-generated DU Portfolio at the end of the quarter.

How it Went

PROS

- With OTL support, the video lectures were surprisingly easy to create and upload.
- Students reported liking the online lectures, as they were brief but comprehensive and accessible.
- Students said the videos were “interesting and informative.”
- They also were excited to work collaboratively on the photo voice project.

CONS

- Recording the lectures is very time-consuming.
- The workload (~ 3 hours per week) exceeded students’ expectations for a 1 credit course.
- Students expressed the video quizzes were time-consuming.
- Students suggested the reading quizzes be replaced with discussions about the readings.
- Disconnect between out-of-the-classroom and in-class experience.

Advice for Others

- Set clear expectations regarding coursework at the start of the course.
- Minimize the amount of video-related quizzes (e.g., instead of multiple loose questions, one longer quiz).
- Be very explicit about the link between online material and the course project.



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