

# FLIPPING

FOR

# FORENSICS

## QUESTION

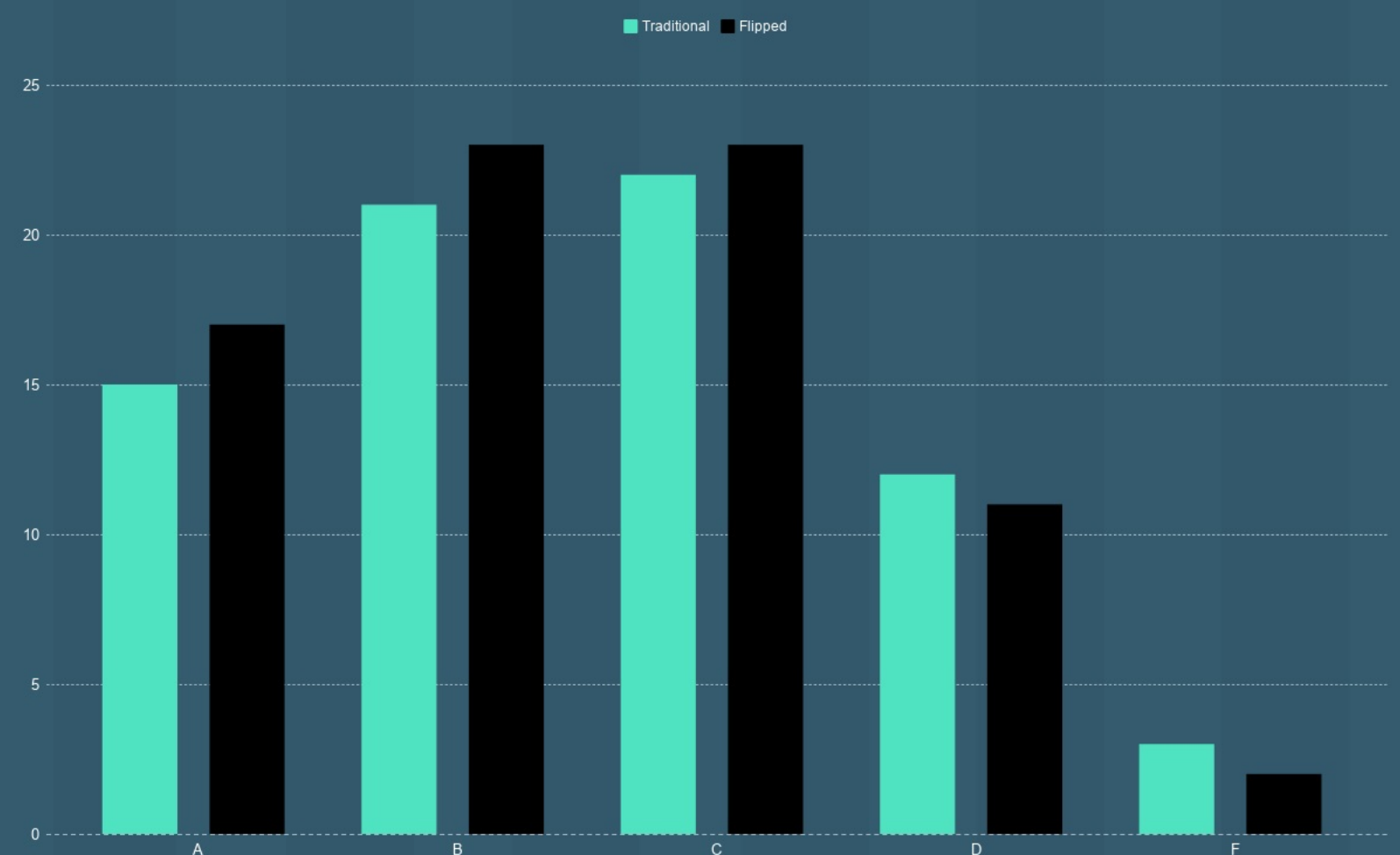
- What if you take a lecture-style classroom and **FLIP IT** on its head?
- Does **HANDS ON** learning increase student engagement?
- Do **TEAM ACTIVITIES** improve knowledge retention?
- Can we **IMPROVE** our lessons to **IMPROVE** our students?

## PROJECT DESIGN

- One lecture per exam was converted to a **TEAM-BASED ACTIVITY** in one class
- All students given the **SAME MATERIALS**, including notes, reviews, and exams
- **PERFORMANCE** was **COMPARED** between the two classes
- Classroom **ENGAGEMENT** and student-student **RELATIONSHIPS** were noted



## LETTER GRADE DISTRIBUTION



Flipped classrooms show a minor improvement in grades-More A/B students and less D/F students. Even if only one additional student improves their performance, flipping is worth it!

## OBSERVATIONS

- **IMPROVED** exam scores
- **ENHANCED** in-class student **INVOLVEMENT**
  - More questions asked
  - Conversation **ENGAGEMENT**
- **INCREASED** student-led extracurricular activity
  - Quizlet sharing for additional practice
  - **COLLABORATIVE** note-taking via Googledoc
  - GroupMe study sessions



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