

General Example Comparing Two Approaches

	Instructor-Centered Approach	Student-Centered Approach (Flipped Class)
Before Class	Students work on homework connected to previous week's lecture.	Students are guided through new learning material that asks questions, provides immediate feedback, and collects questions in preparation for in-class activity.
	Instructor prepares new lecture.	Instructor reviews results of student work & prepares learning opportunities.
Start of Class	Students have limited knowledge about new lecture content or what to expect.	Students use their personally prepared questions to guide their own learning and take responsibility for it.
	Instructor has limited knowledge of student prior knowledge and thus makes assumptions about their needs.	Instructor uses student questions to address student specific needs.
During Class	Students listen, watch, take notes, and try to follow along.	Students practice applying the skills expected of them to learn.
	Instructor lectures new instructional material.	Instructor guides the educational process with feedback and provides short demonstrations or mini-lectures to clarify material when required.
After Class	Students work independently to assimilate lecture material (i.e.: homework), usually with delayed feedback.	Students continue applying knowledge and skills to more complex tasks. Students work individually or in small groups to solve problems or collaborate on projects.
	Instructor grades past homework.	Instructor posts any additional resources to help students.
Office Hours	Students grapple over what to study and request confirmation.	Students have the information about their learning progress and know where to seek help based on their analytics.
	Instructor repeats lecture content.	Instructor personalizes student learning by addressing a student's gap.