Online Seminar on Undergraduate Mathematics Education

Lessons from Flipped Classrooms: Implementing Partially and Fully Flipped Learning Across the Mathematics Curriculum
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Flipped learning is often presented as an all-or-nothing instructional choice, which can make it feel inaccessible or risky—especially in content-heavy mathematics courses. In this talk, I share my lessons from 10+ years of experience implementing both fully flipped and partially flipped models across a range of mathematics courses at the Colorado School of Mines, including Calculus II, Linear Algebra, Foundations of Advanced Mathematics, and Topology. I discuss how different flipping choices supported student learning, how the model scales to multi-section courses, and how I addressed some of the challenges that emerged. Rather than advocating for a single model, this talk emphasizes intentional, flexible flipping strategies that can be adapted to instructors' own goals, constraints.

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Zoom link: https://cornell.zoom.us/j/92415199317, passcode olsume

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