

# **Flipping and MOOCing Your Class Or: How I Learned to Stop Worrying and Love the MOOC**

By Matt Hlinak. 33 J. Legal Stud. Educ. 23 (2016).

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## **Reviewer's Summary:**

In this article, Hlinak argues that combining massive open online courses (MOOCs) with flipped classroom techniques is an effective and efficient method of achieving learning outcomes. Hlinak explains the flipped classroom technique, arguments in favor of it, and his own experiments using it. He then describes the MOOC, as well as some controversy surrounding the use of it in a university setting. The article's main argument follows, describing a case study of "flipping and MOOCing" used together. Not only does assigning a MOOC lecture for students to view before class open up class time for professor-led discussion and interaction, but by adopting someone else's lectures for use in a flipped classroom format, a professor is freeing up the time they might have spent preparing an original recorded lecture. Hlinak argues that MOOC technology should not be seen as a replacement for professors, but rather a tool to make them more effective.

**Summarized by:** Cheryl Kelly Fischer, UCLA Law Library, in 2019.