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Flipping the Counseling Classroom to Enhance Application-Based Learning Activities

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Abstract
Flipped learning is an instructional approach that employs asynchronous video lectures as homework and active, group-based activities in the classroom (Bishop, 2013). During the past decade, this teaching approach has increased in popularity among K-12 teachers and higher education instructors. Though one model of flipped learning is traditionally described in the literature, several models exist and are detailed in this article. Flipped learning is particularly beneficial to counselor education as it can help increase available class time for practicing counseling skills, engaging in application-based activities, and participating in class discussions. Four specific CACREP core curricular areas are addressed: Helping Relationships, Group Work, Career Development, and Social and Cultural Diversity, as the CACREP standards in each of these areas require learning both information and skills.

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Keywords
flipped learning, flipping, counselor education, teaching, technology, experiential activities

Despite recent increased attention to teaching in counselor education (Orr, Hull, & Hulse-Killacky, 2008) counselor educators often face a teaching-related dilemma that has not yet been resolved. When deciding how to teach a given class, counselor educators frequently must choose between lecturing about content or facilitating application-based activities, which can highlight the relevance of content in practical application (Gladding & Ivers, 2012; Sommers-Flanagan & Heck, 2012). Counselor educators are often torn between how much factual information students need exposure to versus how much counseling practice they should have in class (Gladding & Ivers, 2012). In skill-based counseling classes in particular, such as Counseling Techniques or Group Counseling, counselor educators must balance substantial course content with application-based activities so that students can practice counseling skills in a supervised context (Sommers-Flanagan & Heck, 2012). Because both application-based activities and thoughtfully-planned lectures can serve to benefit students' learning (McAuliffe, 2011), choosing only one of these teaching approaches is not sufficient. To date, no literature has suggested how to solve this predicament for counselor educators.

Flipped learning offers a potential solution to this dilemma and a dilemma many instructors face—freeing up class time (Wallace, Walker, Braseby, & Sweet, 2014). In flipped learning, students view pre-recorded video lectures for homework, thus freeing up most of class time for application-based activities (Gerstein, 2012; Grant, 2013). Flipped learning can allow counselor educators to distribute content to students via pre-recorded video lectures to watch outside of class, making most of class time available for practicing counseling skills, group discussions, answering students' questions, reflections on content, and other activities. Although the ideas underlying flipped learning are not new—asking students to learn content prior to attending class—the addition of pre-recorded video lectures in flipped learning offers students a

new way to prepare for class and make better use of time in class (Sams & Bergmann, 2013). Indeed, many counselor educators already spend some of their time in class engaging students in experiential activities (Emmett & McAuliffe, 2011; Gladding & Ivers, 2012; Young & Hundley, 2013). Flipped learning allows counselor educators to fill nearly all of class time with application-based activities, providing even more time for students to apply the content they are learning. In this way, flipped learning is a pedagogical approach better aligned with current educational practices that already incorporate the use of collaborative, experiential activities (Grant, 2013). By providing students with more class time to apply course content, flipped learning allows counselor educators to act as facilitators during class, guiding classroom discussions, activities, and the application of content (Grant, 2015). This facilitation of content application could lead to an improved understanding of counseling topics among students and potentially, more competent and effective professional counselors.

The purpose of this article is fourfold. First, the author clarifies the definition of flipped learning by differentiating between flipped learning and other online teaching terms, then presents four flipped learning models. Second, she reviews current empirical studies about flipped learning in higher education. Third, the author introduces free digital tools used in implementing flipped learning. Finally, she presents four examples of the Council for Accreditation of Counseling and Related Educational Programs' (CACREP) core curricular areas in which flipped learning is most applicable. These explanations include suggestions for in-class and out-of-class activities for each core curricular area.

Flipped Learning

Flipped learning uses digital technologies in conjunction with face-to-face classroom instruction so that educators can make the most of in-class time with students by reserving it for

activities that require interpersonal interaction (Hamdan, McKnight, McKnight, & Arfstrom, 2013). In the most common form of flipped learning, course content is given to students as homework via pre-recorded video lectures so that all of class time can be used for application-based activities (Hamdan et al., 2013; Seery, 2015). In doing so, flipped learning provides time for educators to deliver important content to students (outside of class) and engage students in higher-order thinking (during class) (Sams & Bergmann, 2013). Thus, flipped learning can allow counselor educators to maintain a critical balance between lecture and application-based activities so that students have adequate time to learn course content and apply and practice counseling skills. Flipped learning also allows for differentiation (Sams & Bergman, 2013) and supports the learning needs of diverse learners, such as non-native English speakers (Berge, 2015). It does so by providing pre-class content via both print materials and videos, which assists students in learning content in a manner that suits them best (Berge, 2015). Furthermore, separating content delivery from content application may benefit the learning process (Hamdan et al., 2013). As Berge (2015) explained, "All students benefits from a reduction in cognitive load by learning basic material in advance, instead of learning that knowledge in the same class where they are expected to apply it" (p. 167). Although most research on flipped learning contains similar definitions of the approach (Bishop & Verleger, 2013; Davies, Dean, & Ball, 2013; Moran & Milsom, 2015), an in-depth examination of flipped learning literature reveals several different flipped learning models. The following is a description of four of these models.

Models

Much of the current interest in flipped learning can be traced to high school science teachers Jonathan Bergmann and Aaron Sams, who began flipping their classes in 2006 and have since published their experiences (Bergmann & Sams, 2012; Moran & Milsom, 2015). Their

original model of flipped learning is referred to as the *Traditional Flipped Learning Model*, and includes previously described components such as students watching prerecorded video lectures outside of class and engaging in application-based activities in class. In this model, time is restructured so that what is traditionally done during face-to-face class meetings is now done at home, and what is traditionally done at home is now done in class. An adapted version of this model, *The Flipped Mastery Model*, combines principles of mastery learning (students learning at their own paces towards predetermined educational objectives) with the flipped classroom. Students watch pre-recorded video lectures both inside and outside of class at their own pace, then engage in application-based activities in the classroom asynchronously, with teachers and other students available to assist with this self-paced learning (Bergmann & Sams, 2012).

Explore Flip Apply is a flipped learning model that merges inquiry learning with flipped learning by having students initially investigate a topic in class using an exploratory activity, then watch pre-recorded lecture videos outside of class about basic aspects of that same topic, followed by application-based activities in class pertaining to the topic (Musallem, 2011). Similarly, *Experiential Flipped Learning* is a model that begins with an experiential activity to engage students' exploration of a topic, followed by viewing a pre-recorded video lecture, website, online reading, or online simulation about the topic asynchronously. Students then reflect on the purpose or relevance of the topic and create written or recorded projects such as blogs or audio recordings explaining their grasp of the topic. Lastly, students demonstrate what they learned about the topic by creating an individualized project that applies what they have learned to their everyday lives (Gerstein, 2012).

The remainder of this article applies Bergmann and Sam's Traditional Flipped Learning Model to counselor education, as it is the most relevant flipped learning model for the field.

Though the other models described warrant merit, the Traditional Flipped Learning Model is most similar to how typical counselor education courses are taught. Transitioning from a non-flipped counseling class that already employs application-based activities and lecture during class time to a flipped counseling class using the Traditional Flipped Learning Model (employing pre-recorded video lectures for homework and application-based activities in class) is a simpler transition to a still-familiar way to teach compared to the other flipped learning models. It is therefore a more feasible endeavor for most instructors as a first approach to flipping their classrooms than using the other flipped learning models described above.

Definitions

Given multiple models of flipped learning, defining the approach can be challenging. In general, flipped learning is a teaching approach in which direct computer-based individual instruction occurs outside of class, and most interactive group learning activities occur in class (Bishop & Verleger, 2013). Thus, in a flipped classroom, "Class becomes the place to work through problems, advance concepts, and engage in collaborative learning" (Gerstein, 2012, Location 61). Some authors have proposed that flipped learning can be defined by assigning paper-based readings outside of class and implementing activities during class, however, the author and other researchers conclude that definitions like this become too broad and merit rejection (Bishop & Verleger, 2013) when considering flipped learning in counselor education. This is not to say that readings no longer belong in counselor education; counselor educators using flipped learning may benefit from assigning pre-recorded video lectures to students for homework in addition to selected reading assignments. Both traditional and flipped classrooms may use out-of-class activities to facilitate student learning, however in flipped classrooms, those

out-of-class activities include some form of computer-based instruction, such as video lectures (Bishop & Verleger, 2013).

Terms like *online learning*, *distance education*, *hybrid learning* and *blended learning* are commonplace these days. Although these terms are not synonymous with flipped learning, they are related. For example, blended learning is also known as hybrid learning, and refers to a teaching method in which instructors integrate face-to-face learning experiences with online learning experiences (Garrison & Kanuka, 2004; Helms, 2014). Flipped learning represents a type of blended or hybrid learning because students engage in learning both in person during class sessions, and online, outside of class session (Berge, 2015; Lankford, 2013). Flipped learning differs from blended learning, however, because the former primarily emphasizes how to address different types of learning in class, whereas the latter primarily focuses on using technology to engage students (Berge, 2015; Lankford, 2013). Distance education, also known as online learning, occurs remotely and students never meet face-to-face (Hamdan et al., 2013). Because flipped learning involves an essential in-person classroom component, it is not considered online learning or distance education (Hamdan, et al., 2013). In flipped classrooms, class activities or sessions are not replaced by technology, but rather, enhanced by it. By distributing course content outside of class, flipped learning allows educators to spend all of their class time implementing application-based experiential activities, discussions, and group work (Gerstein, 2012).

Research on Flipped Learning

The prominence and frequency of flipped learning in K-12 schools and higher education has increased during the past several years (Educause, 2012; Moran & Milsom, 2015). Empirical research on the outcomes of flipped learning has followed suit, but is still nascent. A

2012 review of 24 empirical studies analyzing outcome data of flipped learning in higher education and high school settings found that student perceptions of flipped classrooms tended to be positive, with a consistent few dissenting students (Bishop & Verleger, 2013). Additional studies not included in the review also suggest that most students have positive reactions to flipped learning (Davies et al., 2013; Khanova, Roth, Rodgers, & McLaughlin, 2015; Lage, Platt, & Treglia, 2000; McLaughlin et al., 2014; Seery, 2015; Strayer, 2012). Research on instructor reactions to using flipped learning suggest positive responses overall (Brown, 2012; Lage et al., 2000). Furthermore, some research indicates that flipped learning may improve student achievement (McLaughlin et al., 2014; Seery, 2015; Tune, Sturek, & Basile, 2013) or produce student achievement equal to achievement in traditional classrooms (Davies et al., 2013; Jensen, Kummer, & Godoy, 2015). These findings of achievement are especially of note. If future research can confirm increases in student achievement due to flipped learning, then the case for flipped learning will be a strong one. Until then, despite similar findings from these studies, final conclusions cannot be drawn from only several, small-scale studies.

To date, only two peer-reviewed articles have described flipped learning in counselor education. In 2015, Moran and Milsom published a case study of a flipped counseling classroom. In their case study, Moran and Milsom described a master's-level Foundations of School Counseling Course with 15 students that was flipped to present "webinars, narrated PowerPoints, readings, and discussion questions or reflective writing activities" to students before class, and guest speakers, discussion, projects, and group activities in class. Students' self-reported feedback indicated that the majority of students believed that the pre-class and in-class activities facilitated their learning. For example, 12 of 15 students reported that reviewing narrated PowerPoints before class facilitated their learning "somewhat" or "very much."

Similarly, 12 students reported that participating in small group experiential projects in class "very much" facilitated their learning (Moran & Milsom, 2015). This case study demonstrates the relevance and feasibility of using a flipped learning approach in counselor education. However, due to the limited sample size, formal analyses could not be conducted.

Fulton and Gonzalez (2015) studied flipped learning in two Career Counseling courses. They conducted a pre-experimental study measuring students' attitudes and values for career counseling before and after participating in a flipped Career Counseling course. As expected, researchers found significant positive changes in students' Career Counseling values and attitudes after completing the flipped course. This study suggests the value of a flipped approach when teaching Career Counseling, however without a control group, this study did not compare the flipped Career Counseling course to a traditional Career Counseling course (Fulton & Gonzalez, 2015).

Because empirical studies on flipped learning in counselor education are limited, the field can benefit from looking to flipped learning outcomes in other practitioner-focused disciplines, as flipped learning has gained considerable attention in fields such as medicine, dentistry, nursing, and pharmacy education (Khanova et al., 2015). Since 2012, Stanford Medical School has used a flipped learning model in its core biochemistry course. Research comparing Stanford's flipped classrooms to their previous traditionally structured classrooms showed an increase in course test average (from 41% to 74%) and attendance rate (from 30% to 80%), despite the fact that attendance in class was optional (Prober & Heath, 2012). At the UNC-Chapel Hill Eshelman School of Pharmacy, professor Russell Mumper has flipped a first-year pharmacy class annually since 2011. Outcome data found statistically significant gains in student performance in the flipped classroom (average final exam scores were five percentage

points higher than the average final exam score for students in the traditional classroom), as well as 90% of students who preferred flipped learning to traditional learning (McLaughlin et al., 2014). The successful implementation of flipped learning in schools that prepare professionals in medicine and pharmacy suggest that the teaching approach warrants consideration in counselor education as well, given its professional preparation emphasis.

Moreover, the crux of flipped learning lies in the application-based activities that occur during class (Wallace et al., 2014). Research on such experiential activities in counselor education can suggest the benefit of flipped learning, too. Experiential learning strategies, those based on a cycle of experience and reflection, appear common in counselor education, across courses such as group work, multicultural counseling, and couples/family counseling (Fulton & Gonzalez, 2015). Experiential learning strategies are effective methods to educate students about counseling knowledge, skills, and populations (Warren, Hof, McGriff, & Morris, 2012). Role play, for example, is one common experiential activity in counselor education courses that is an engaging activity, effective in helping students feel more comfortable in the role of counselor (Smith, 2009). Given research indicating the value of experiential learning strategies in counselor education, and the primary use of experiential activities in flipped classrooms, flipped learning in counselor education also appears beneficial.

Technological Resources for Flipped Learning

In flipped learning, content is delivered to students prior to class meetings, and typically consists of short video lectures recorded using video-capture software, then uploaded to the Internet for students to view (Grant, 2013). Free technological tools are available to educators in order to record these video lectures so that students can view, pause, fast-forward, and rewind in order to better understand concepts (Bergmann & Sams, 2012). These tools allow users to

record on-screen presentations and voice over PowerPoints. The availability of screen cast software is ever changing, some examples are: Quicktime, Profcast, Educreations, and Screencast-O-Matic, but it is recommended that readers complete online searches for additional software for educators. In order to use flipped learning, pre-recorded video lectures do not always have to be created, however. Counselor educators can use previously published webinar videos from relevant online sources. Table 1 lists online sources for recorded videos to use in flipped learning. As flipped learning increases in prominence, counselor educators will benefit from collaborating and sharing their videos with one another through tools like these. Moreover, other online resources, such as "wikis, blogs, discussion forums, social media sharing, and social networking sites," can also supplement pre-recorded video lectures as pre-class content (Grant, 2015, p. 5).

Table 1
Online Sources for Relevant Videos

Source for Videos	**Website**
American Counseling Association	www.counseling.org/continuing-education/webinars
YouTubeEDU	www.youtube.com/t/education
Khan Academy	www.khanacademy.org
Videojug	www.videojug.com

In addition to designing video-based lectures, counselor educators benefit from putting equal amounts of thought and time into planning high-quality, engaging in-class activities. As Bergmann and Sams (2012) reminded their readers, "Despite the attention that the videos get, the greatest benefit to any flipped classroom is not the videos. It's the in-class time that every teacher must evaluate and redesign" (p. 47). In counselor education, much of class time can be well-spent allowing students to observe, model, and practice counseling skills using application-based learning activities such as role plays, fishbowl exercises, counseling simulations, and

demonstrations of counseling techniques. The CACREP core curricular areas can help guide the content addressed in specific application-based activities used in classes.

Applying Flipped Learning to Counselor Education

CACREP delineates eight common core curricular areas in which all students in accredited programs must be knowledgeable (CACREP Standards, 2016). Though flipped learning can offer benefits to students' learning in all of these areas, four of the common core curricular areas are particularly appropriate curricular contexts in which to flip the counseling classroom. These areas are explained in-depth next, in order to demonstrate how any core curricular area could be addressed using flipped learning. Two of these areas, Counseling and Helping Relationships (II.F.5) and Group Counseling and Group Work (II.F.6), are appropriate for flipping because their standards require teaching information that is best presented via lecture, as well as learning counseling skills, which is best learned through hands-on practice. Career Development (II.F.4) and Social and Cultural Diversity (II.F.2), the other two areas recommended for flipping, include some standards that are best presented via lecture (such as information to be learned, like counseling theories) and other standards that are best understood through experiential activities and exploration in class. The area descriptions below highlight these four areas and how flipped learning can be used in each.

Helping Relationships

The Helping Relationships (II.F.5) common core curricular area includes standards designed to introduce students to core counseling skills while also teaching how to make meaning in the context of counseling relationships (Eriksen & McAuliffe, 2011). Teaching a Counseling Techniques course can be daunting because counselor educators must balance providing students with a substantial amount of course content while providing opportunities for

counseling practice, experiential activities, observation, feedback, and supervision (Sommers-Flanagan & Heck, 2012). One recommended sequence of learning in a Counseling Techniques course includes students learning about a skill, practicing the skill, discussing the skill in class, watching a demonstration of the skill and evaluating the demonstration, trying the skill in class in practice counseling sessions, evaluating their own and others' performances, and discussing the experience as a class (Eriksen & McAuliffe, 2011). Flipped learning can facilitate this learning sequence by teaching about counseling skills in pre-recorded video lectures, then allowing students to practice, discuss, observe, and evaluate skills in class.

To establish minimal counseling skills competency, students need exposure to basic information about counseling skills (Sommers-Flanagan & Heck, 2012). This information can be presented to students via pre-recorded video lectures that they watch outside of class. These lectures can include information about basic interviewing and counseling skills, wellness and prevention in counseling, beneficial counselor characteristics and behaviors, and counseling theories that provide students with models for case conceptualization (CACREP Standards, 2016). Additionally, students can benefit from observing counseling skills in action (Sommers-Flanagan & Heck, 2012). Video recorded lectures can include counseling demonstrations so that students can view and consider specific counseling skills prior to attending class.

Activity is essential for students to retain knowledge of the counseling skills they are taught (Eriksen & McAuliffe, 2011). Flipped learning allows counselor educators to allot most or all of class time to such active learning by having students watch pre-recorded video lectures outside of class. Class time in a flipped Counseling Techniques course can be used for students to discuss the counseling skills they have learned, practice them with classmates, evaluate their own and others' performances, and discuss their experiences with the class. Students can act out

fictitious counseling role-plays, observe or enact live demonstrations, and create planned scripts to demonstrate techniques to the class (Eriksen & McAuliffe, 2011). Table 2 illustrates the CACREP National Standards (2016) that a flipped counseling techniques course can present via pre-recorded lectures, as well as an example of a traditional classroom schedule and a flipped classroom schedule that address Helping Relationships standards.

Table 2
Helping Relationships: CACREP Standards and a Flipped Classroom Example

CACREP Common Area	**CACREP National Standards (2016) that can be addressed in pre-recorded video lecture**	**Traditional Classroom Example**	**Flipped Classroom Example**
Helping Relationships	F5a. Theories and models of counseling F5f. Counselor characteristics and behaviors that influence the counseling process F5g. Essential interviewing, counseling, and case conceptualization skills	*Homework: Read book chapters about summarizing and paraphrasing* Lecture of content (60 minutes) Question-and-answer about the lecture (15 minutes) Group activity practicing summarizing and paraphrasing (30 minutes) Partner activity practicing summarizing and paraphrasing (30 minutes)	*Homework: Watch 20-minute pre-recorded video lecture, Read 1 book chapter* Question-and-answer about the video lecture and readings (15 minutes) Group activity practicing summarizing and paraphrasing (30 minutes) Partner activity practicing summarizing and paraphrasing (30 minutes) Student role-play demonstrations of skill to class and receive feedback (30 minutes) Fishbowl activity observing classmates practice summarizing and paraphrasing (30 minutes)

Table 2 shows that by flipping a Counseling Techniques course, a counselor educator can expand the amount of class time available for more counseling skills practice, while still giving students content about counseling skills via pre-recorded video lectures. The example in

Table 2 demonstrates how a flipped Counseling Techniques course can gain an additional hour of class time for application-based activities such as role-play demonstrations and a fishbowl activity, for which there may not be time in a traditionally designed class session.

Group Work

Like Helping Relationships, the CACREP common core curricular area of Group Work (II.F.6) requires that students learn and practice counseling competencies and skills, but in a group counseling setting. Group Counseling courses expose students to what it is like to be in a group, and what group process is (Eriksen & Bruck, 2011). Counselor educators often face a dilemma in deciding how much factual information to present in Group Counseling courses versus how much experiential practice to provide (Gladding & Ivers, 2012). Flipping a Group Counseling course allows counselor educators to present a sufficient amount of information about group counseling via pre-recorded lectures, while reserving most of class time for experiential activities and counseling practice. The video lectures that students watch outside of class can include content about the principles of group dynamics, group leadership styles, theories of group counseling, and group counseling methods (CACREP Standards, 2016). Time outside of class can also be used to watch group counseling demonstrations via video.

Group Counseling class time can be further limited because students typically participate in experiential growth groups for an hour each week (Young & Hundley, 2013), which in some counseling programs occupies course time that could be spent educating students about group counseling. Though engaging in an experiential growth group is beneficial to learning, counselor educators can use flipped learning to expand available class time for hands-on group counseling practice. Having watched pre-recorded video lectures, students can apply what they have learned from the lectures by engaging in role plays, simulations, and live demonstrations

using group counseling skills, as well as observe classmates and instructors do the same (Eriksen & McAuliffe, 2011). Table 3 shows how counselor educators can incorporate selected CACREP National Standards (2016) into a flipped Group Counseling course and how a flipped class schedule compares to a traditional classroom schedule in this core curricular area.

Table 3
Group Work: CACREP Standards and a Flipped Classroom Example

CACREP Common Area	**CACREP National Standards (2016) that can be addressed in pre-recorded video lecture**	**Traditional Classroom Example**	**Flipped Classroom Example**
Group Work	F6a. Theoretical foundations of group counseling and group work F6b. Dynamics associated with group process and development F6d. Characteristics and functions of effective group leaders	*Homework: Read book chapters about drawing out, cutting off, and linking* Lecture of content (60 minutes) Question and answer about the lecture (15 minutes) Experiential Growth Group (60 minutes)	*Homework: Watch 20-minute pre-recorded video lecture, Read book chapters about drawing out, cutting off, and linking* Question and answer about the lecture and readings (15 minutes) Small group activity role-playing group counseling skills of drawing out, cutting off, and linking (30 minutes) Fishbowl activity evaluating classmates group counseling skills of drawing out, cutting off, and linking (30 minutes) Experiential Growth Group (60 minutes)

Table 3 demonstrates how a flipped Group Counseling course can increase the amount of class time available for students to practice group counseling skills. In a traditional classroom setting, many counselor educators incorporate a one-hour experiential growth group into the class time of their Group Counseling course. This group experience, combined with the lecture portion of a class, may occupy all of the available class time. By distributing information to students via pre-recorded lectures outside of class, the flipped learning approach can provide

counselor educators with extra time to engage students in group counseling skills practice and activities.

Career Development

Though flipped learning is beneficial in counseling skills areas like Helping Relationships and Group Work, other common core curricular areas can also benefit from increased class time for activities and discussion. In Career Development (II.F.4), one such area, standards prescribe learning about career theory, career assessment, career information resources, and the career counseling process (Emmett & McAuliffe, 2011). This requires learning both the content and skills of career counseling. Of all counselor education courses, Career Counseling is often the most dreaded by students due to expectation that the course material is boring, dry, or repetitive of information they already know (Toman, 2012). Flipped learning can be used in Career Counseling classes to better engage students so that negative expectations are not met (Fulton & Gonzalez, 2015).

Much of Career Counseling content can be taught to students via pre-recorded video lectures. CACREP standards (2016) that can be addressed in this area via video recorded lectures are career development theories and decision-making models, occupational and labor market information, career resources, career planning and evaluation, assessment instruments and techniques relevant to career planning, and career counseling techniques.

In-class activities in a flipped Career Counseling course can allow students to practice career counseling techniques. For example, students can practice taking, administering, and interpreting career assessments. Students can also role-play and practice applying specific career counseling theories with classmates and explore occupational information resources instead of only learning about them. Lastly, counselor educators can lead students in discussing case

presentations related to career counseling and exploring their own life stories through the lens of career counseling (Marbley, Steele, & McAuliffe, 2011). Table 4 demonstrates the CACREP National Standards (2016) that a flipped Career Counseling course can present in pre-recorded lectures, as well as an example of a traditional classroom schedule and a flipped classroom schedule for this course.

Table 4
Career Development: CACREP Standards and a Flipped Classroom Example

CACREP Common Area	**CACREP National Standards (2016) addressed in pre-recorded video lecture**	**Traditional Classroom Example**	**Flipped Classroom Example**
Career Development	F4a. Theories and models of career development, counseling, and decision making F4c. Processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems F4e. Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	*Homework: Read book chapters about career resources and career assessments, Research career resources online* Lecture of content (60 minutes) Question and answer about the lecture (15 minutes) Demonstration of career counseling assessment (30 minutes) Demonstration of career counseling resource (30 minutes)	*Homework: Watch 20-minute pre-recorded video lecture, Read book chapters about career resources and career assessments* Question and answer about the video lecture and readings (15 minutes) Practice administering career counseling assessments with partners (45 minutes) Exploration of career counseling resources and application to case study (45 minutes) Role playing with partners applying career counseling theory (30 minutes)

When counselor educators teach students about career counseling content in class via lecture, they typically only have enough available time in class to demonstrate career counseling assessments and resources to students. As Table 4 shows, a flipped Career Counseling course increases available class time by an hour so that students can interact with career counseling assessments and resources by practicing administering those assessments, exploring resources

and applying them to case studies, and role playing with partners to apply career counseling theories. These activities allow students to engage with career counseling in a more immersive way than they may be able to do in a traditionally designed Career Counseling course, due to time constraints.

Social and Cultural Diversity

Social and Cultural Diversity (II.F.2) is a CACREP common core curricular area with standards that typically are included in courses such as Theories and Techniques of Multicultural Counseling. This area of coursework seeks to foster the development of culturally competent and intentional counselors. It does so by urging students to become socially critical and aware of discrimination, privilege, and oppression (Marbley et al., 2011). Traditionally, student learning in this area focuses on three competencies: personal attitudes/awareness, knowledge, and skills (Marbley et al., 2011; Young & Hundley, 2013). In a flipped multicultural counseling course, pre-recorded video lectures can provide students with much of the knowledge that is central to cultural competency, such as multicultural trends among diverse groups, theories of multicultural counseling, identity development, and social justice, and counseling strategies for working with and advocating for diverse populations (CACREP Standards, 2016).

If video lectures focus on the knowledge required for cultural competency, in-class activities can concentrate on increasing student awareness and practicing multicultural counseling skills. When executed in a comfortable, encouraging space that promotes participation and learning, experiential activities can be used in multicultural counseling course to inspire student reflection (Bell, Love, & Roberts, 2007). The skills competency in multicultural counseling courses is often neglected (Young & Hundley, 2013), but with increased class time available in flipped learning, counselor educators can also facilitate multicultural

counseling skills practice among students. Role-plays, simulations, and live demonstrations can be used for students to practice advocating skills and counseling skills with diverse clients. Table 5 highlights the CACREP National Standards (2016) that a flipped counseling Multicultural Counseling course can present in pre-recorded lectures, as well as an example of a traditional classroom schedule and a flipped classroom schedule. This table shows how more class discussion, experiential activities, and processing can be done using a flipped course schedule in a flipped multicultural counseling course.

Table 5
Social and Cultural Diversity: CACREP Standards and a Flipped Classroom Example

CACREP Common Area	**CACREP National Standards (2016) addressed in pre-recorded video lecture**	**Traditional Classroom Example**	**Flipped Classroom Example**
Social and Cultural Diversity	F2a. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally F2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy F2e. the effects of power and privilege for counselors and clients	*Homework: Read book chapters about power, privilege, and oppression* Lecture of content (60 minutes) Question and answer about the lecture (15 minutes) Experiential Activity 1 (re: privilege) and processing (30 minutes) Experiential Activity 2 (re: oppression) and processing (30 minutes)	*Homework: Watch 20-minute pre-recorded video lecture, Read book chapters about power, privilege, and oppression* Question and answer about the video lecture and readings (15 minutes) Class discussion of power, privilege, and oppression (30 minutes) Experiential Activity 1 (re: privilege) and processing (30 minutes) Experiential Activity 2 (re: oppression) and processing (30 minutes) Role play with partners to practice multicultural counseling skills (20 minutes) Closing discussion about thoughts and feelings about power/ privilege/oppression (10 minutes)

Table 5 demonstrates how a flipped Multicultural Counseling course provides an extra hour of class time that would have been spent on lecture in a traditional counseling class, but in a flipped classroom can be spent on additional class discussions, counseling practice, and increased time processing experiential activities with students. By reserving most content for pre-recorded video lectures for students to watch outside of class, counselor educators can have more adequate time to engage students in application-based activities so that topics are explored and discussed to the depth they warrant.

Limitations

Despite the relevant application of flipped learning to counselor education, flipped learning has several drawbacks (Moran & Milsom, 2015). One common objection is the extensive time required to prepare and execute a flipped classroom (Grant, 2013; November & Mull, 2012). Although the initial investment of time required to prepare a flipped classroom may be greater than that of a traditional classroom, once an educator is fluent in the flipped learning approach, the preparation time needed for a flipped classroom may be equal to that of a traditional classroom, which could require developing a full-length lecture (Grant, 2013). Lengths of pre-recorded lectures vary, but research indicates that most are significantly shorter than in-class lectures, which may correspond with shorter preparation times, as well (Seery, 2015). In addition, flipped learning requires that students have access to technology to participate in pre-class activities (Grant, 2013). Although this is a valid limitation of the approach, especially when considering low-income students who may have restricted technological resources (Berge, 2015), counselor educators can be a voice of advocacy for university resources to be directed towards free, on-campus computers and high-speed Internet access for students to use. Student compliance may also be a limitation for flipped learning.

When students do not view assigned video lectures for homework, their ability to fully participate in in-class application-based activities is limited. This problem may result in informal consequences, such as students struggling to understand the activities. Formal consequences, however, can include requiring students who have not viewed assigned video lectures for homework to view those video lectures during class time instead of participating in class activities. Bergmann and Sams (2012) report that providing such a consequence typically reduces future student non-compliance, as students prefer to not miss out on class activities with peers.

Flipped learning is also not an appropriate teaching approach for all courses. Inquiry-based classes or those without heavy content are not ideal for the approach (Sams & Bergmann, 2013). In counselor education, for example, clinical courses such as practicum and internship are not well-suited for flipped learning. Similarly, flipped learning may not be well-suited to all topics within a course, as some topics may be more appropriate for an in-class lecture format. These topics include those that are especially complex or sensitive, which benefit from more in-class explanation and interactive discussion with students during lecture. Finally, students in courses with new and different course formats may provide more critical course evaluations than those in traditional classrooms (Grant, 2013). University administrators that encourage teaching innovations can address this limitation by ensuring that educators who embrace an innovative approach like flipped learning are protected from critical student evaluations, if they result solely because of student resistance to change (Grant, 2013). Seery (2015) further noted that despite the commonly increased student workloads in flipped classrooms, students across studies overwhelmingly endorsed the teaching approach.

Conclusion and Implications

Though flipped learning is a promising approach for improved content and application-based learning in counselor education, flipped learning should not be considered a panacea (Hamdan, et al., 2013) for solving the dilemma counselor educators face when choosing to lecture about content or lead application-based activities in class. However, counselor educators are encouraged to take the first step in flipped learning by flipping selected class sessions over the course of a semester, as "a flipped classroom does not need to be flipped 100 percent of the time" (Berge, 2015, p. 167; Sams & Bergmann, 2013). Topics that require some explanation of content, but profit from application-based activity and practice in the classroom, are the best choices for flipped class designs. Topics within the four common core curricular areas in this article may be best suited to these initial experiments, though flipped learning can also be beneficial in other courses such as Counseling Theories, Marriage and Family Counseling, Research Methods, and Human Growth and Development.

Careful consideration of context is essential to ensure success in flipped learning. Educators should not create and assign video lectures for the sake of using this approach, but instead should consider assigning viewing of video recorded content if the topic at hand is appropriate for doing so (Bergmann & Sams, 2012). Moreover, counselor education students benefit from their instructors thoughtfully selecting in-class activities in flipped learning. Tucker (2012) emphasized this point when stating, "It's not the instructional videos on their own, but how they are integrated into an overall approach, that makes the difference [in flipped learning]" (para. 3). Counselor educators should also consider the context of their own institutions and the needs of their students when deciding whether to flip certain classes. Though nascent literature suggests that flipped learning is a promising approach in higher education, counselor educators

ought to consider their own students' needs and preferences when designing flipped classrooms and respond appropriately to student reactions to this new teaching approach.

Moving forward, educators who are expected to implement flipped learning are increasing in numbers (Hamdan et al., 2013), thus, empirical literature addressing the effects of flipped learning is warranted and expected. Counselor education would benefit from being a part of this growing empirical literature base. Both student perception data and student achievement data in flipped counseling classrooms will better inform the use of this teaching approach. Research on flipped learning can also provide insight into which students benefit most from flipping, as well as in which counseling programs or classes more learning gains are apparent than others. For instance, it is currently unclear if full-time and part-time counseling students can benefit equally from flipped learning. Additionally, though the four core curricular areas highlighted in this article appear to be most relevant to flipped learning, research on flipping these classes can shed light on which specific curricular areas benefit most from flipped learning. Lastly, longitudinal studies can inform the field on whether or not flipping counseling classrooms ultimately produces more competent and effective professional counselors as determined by licensure exams and employer ratings.

Flipped learning is in its infancy in education and is even younger in counselor education. However, given its applicability to counselor education and existing research supporting its use in related fields, counselor educators would be wise to begin incorporating flipped learning into their work with counselors-in-training.

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