Flipping The Classroom

The Basics



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Overview

1. Introduction
2. Learning First
3. Flipping Essentials
4. Flipping Design
5. Flipping Strategies
6. Conclusion

Effective Learning Environments

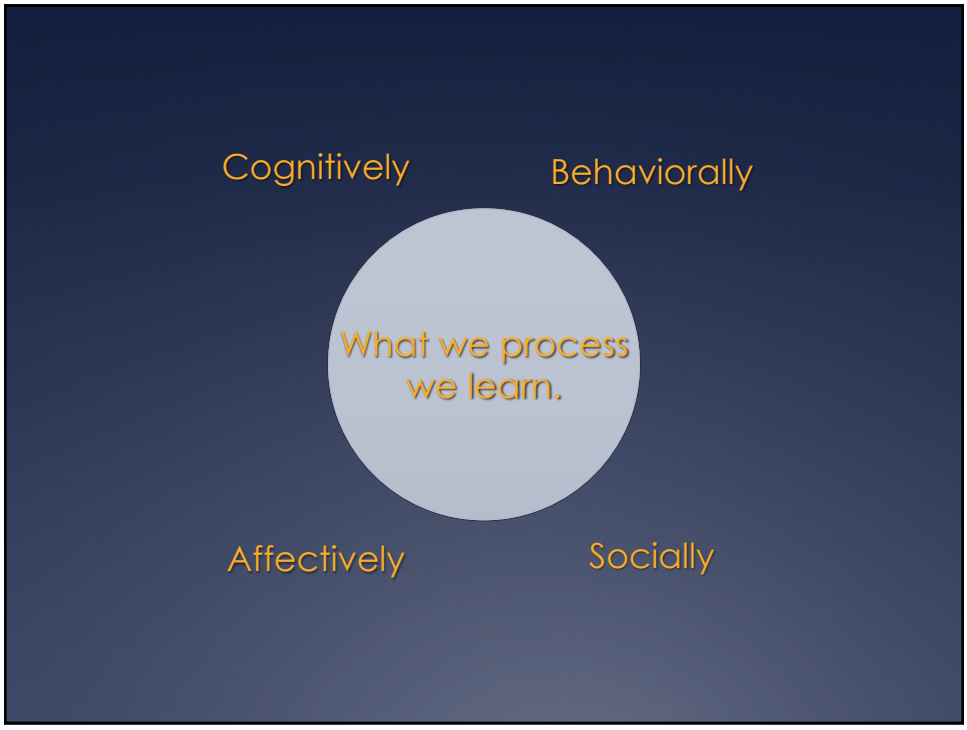
Introduction

Learning First

The processing of knowledge, experience, and self.

Learning & Meaning

1. Knowledge/meaning is constructed during experience and reconstructed during recalled – we are lousy video recorders.
2. Knowledge is organized.
3. When specifics are lost, meaning remains.
4. Cognitive strategies are used to function more effectively.
5. We can assess the effectiveness of our thinking.



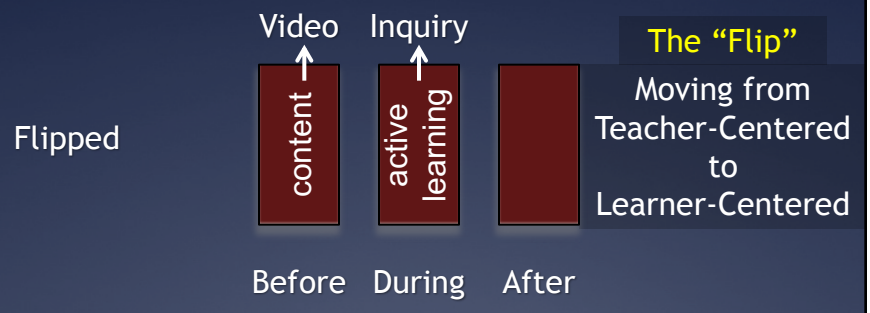
Flipping Essentials

What flipping is and is not.

Top 5 Reasons to Flip Your Class

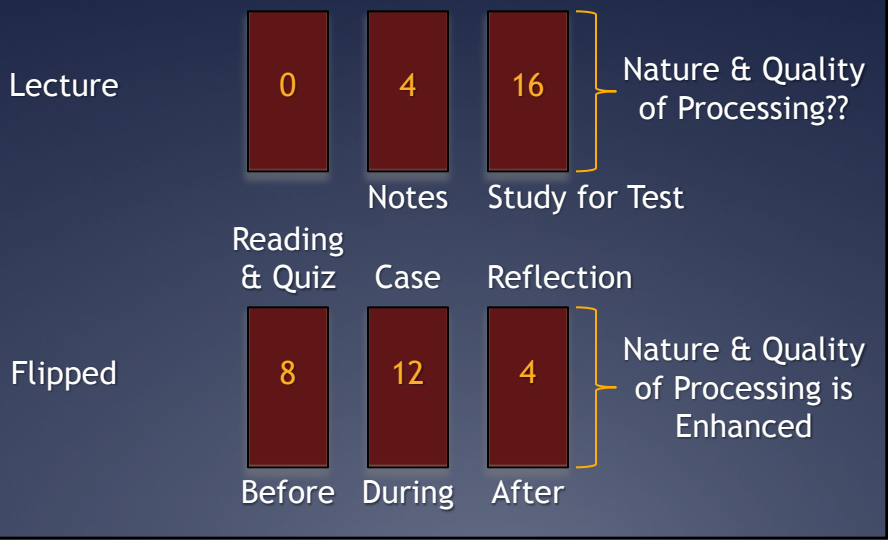
1. Increase student learning.
2. Increase student learning.
3. Increase student learning.
4. Increase student learning.
5. Increase student learning.

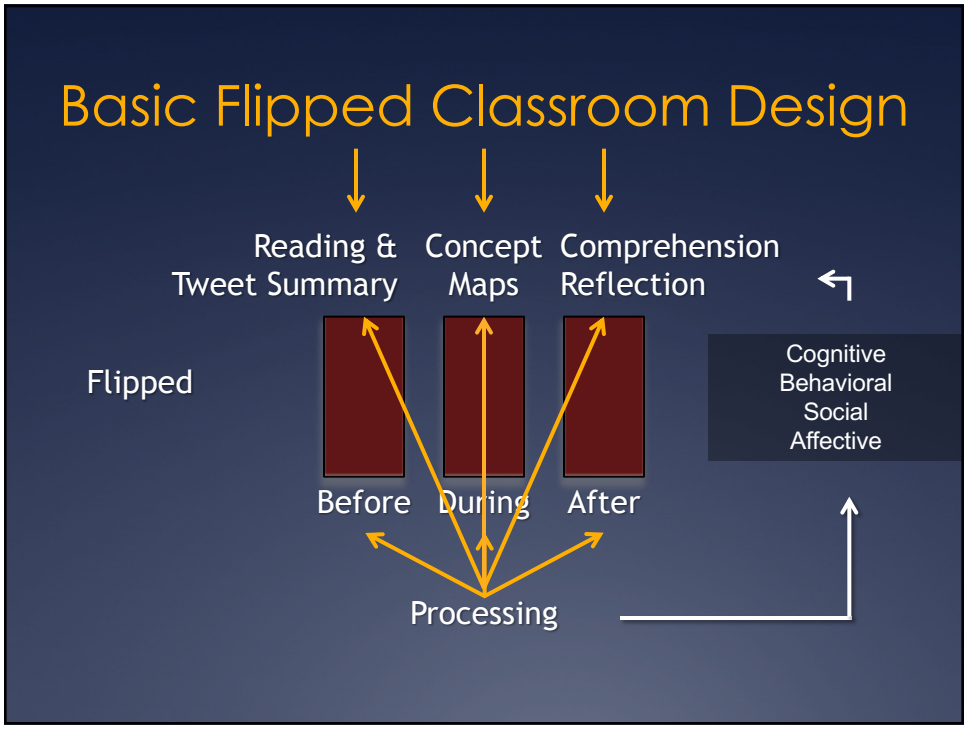
Flipping Basics

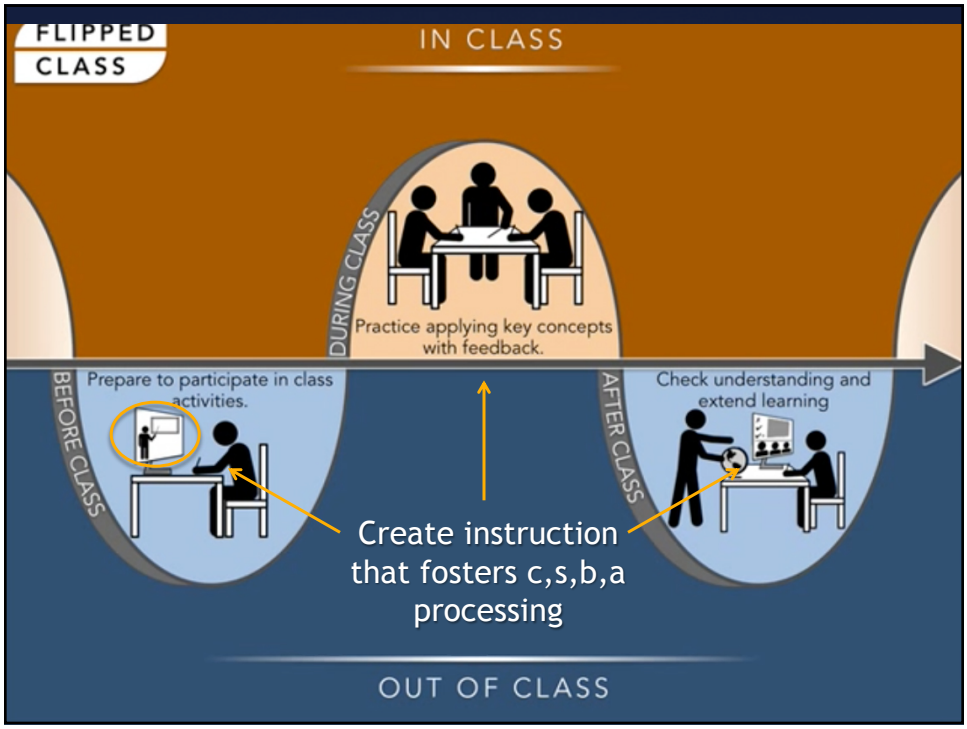


Learning is not magic, it's by design.

Lecturing versus Flipping




Basic Flipped Classroom Design
Reading & Tweet Summary
Concept Maps
Comprehension Reflection
Flipped
Before
During
After
Cognitive
Behavioral
Social
Affective
Processing

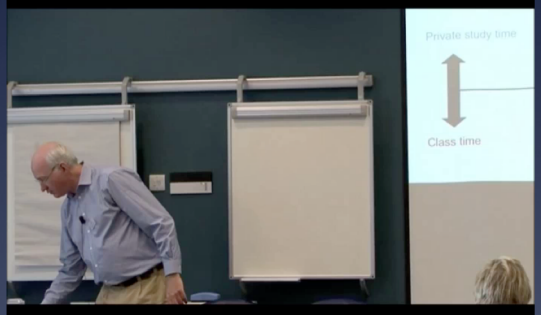

FLIPPED CLASS
IN CLASS
DURING CLASS
Practice applying key concepts with feedback.
BEFORE CLASS
Prepare to participate in class activities.
AFTER CLASS
Check understanding and extend learning
Create instruction that fosters c,s,b,a processing
OUT OF CLASS

Example 1

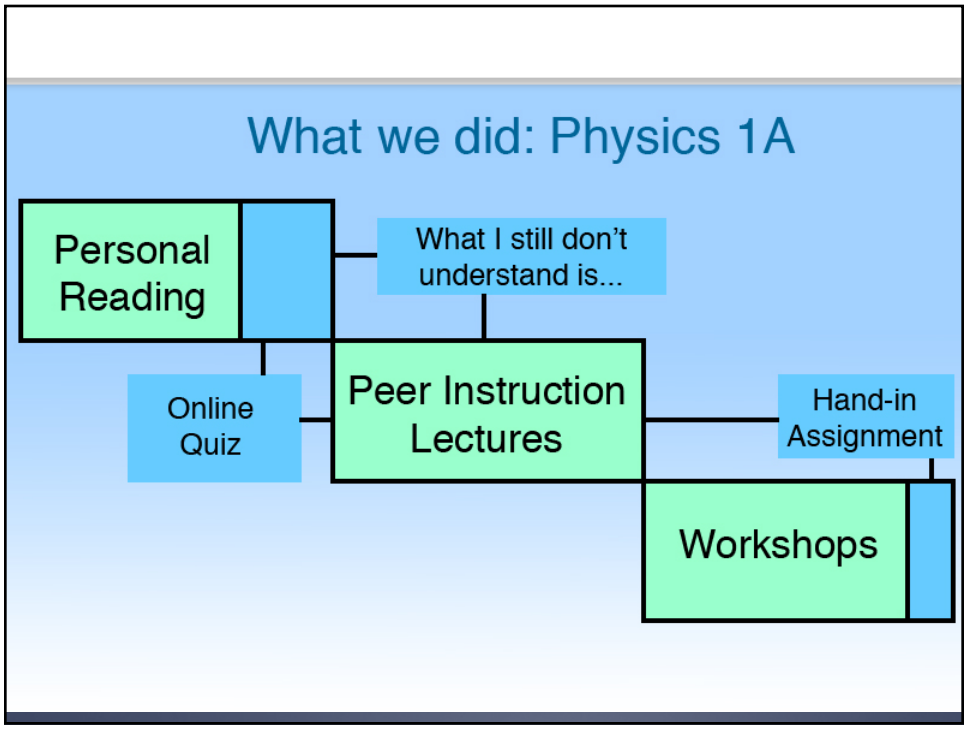
Will Hossack, Developmental Biology
Salford University, Manchester, England

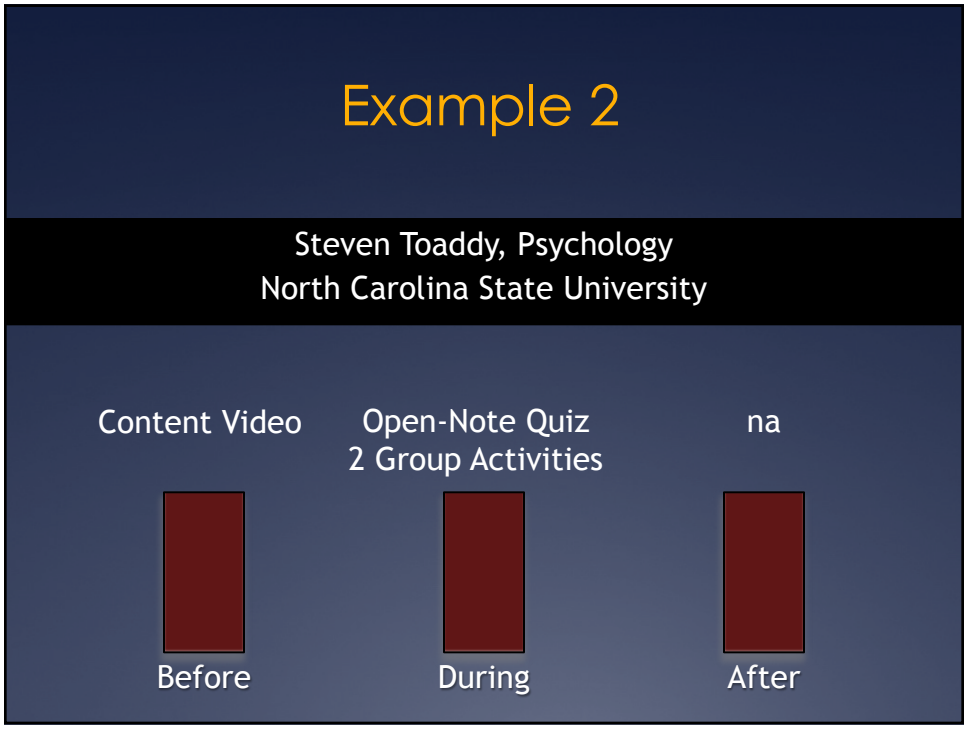
Reading Chapter Quiz	Group Discussion	Small Group Recitation
Before	During	After

Will Hossack – Salford University



How are student's processing?


What we did: Physics 1A
Personal Reading
What I still don't understand is...
Online Quiz
Peer Instruction Lectures
Hand-in Assignment
Workshops


Example 2
Steven Toaddy, Psychology
North Carolina State University
Content Video
Open-Note Quiz
2 Group Activities
na
Before
During
After

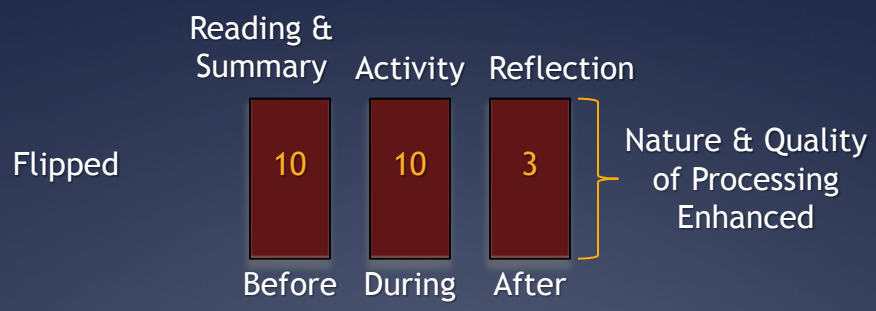
Steven Toaddy – North Carolina State University

How are student's processing?

Example 3

Peter Doolittle, Educational Psychology
Virginia Tech

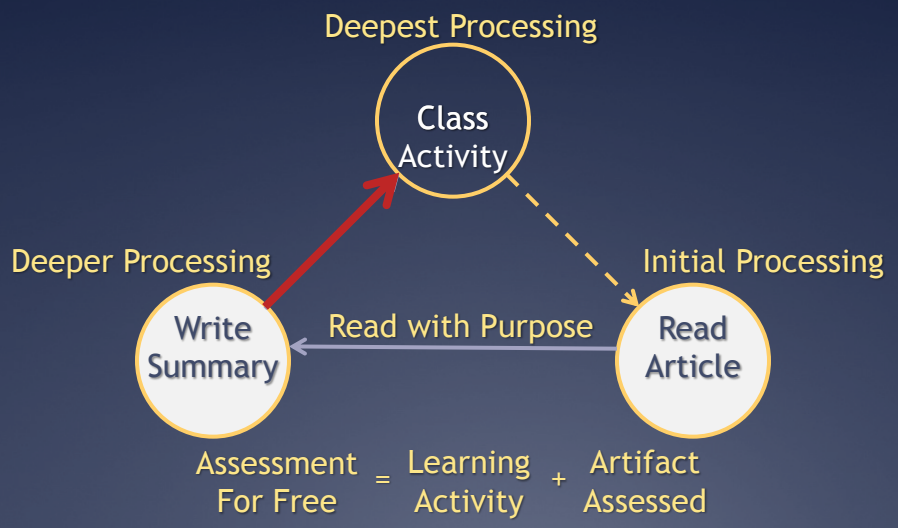
25-Word Summaries & Flipping



25-Word Summaries

- Opportunity to engage in reflective & critical thinking and extract the essential meaning from a reading, lecture, video, movie, activity, or experience
- Summarize the meaning clearly and concisely, based on student's understanding, in 25 words.

25-Word Summaries & Flipping



25-Word Summaries

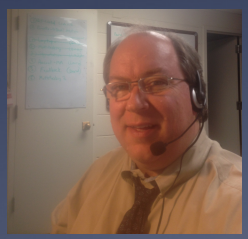
* Students' guidelines for constructing a summary
  1. Provide time to read, annotate, write, and rewrite
  2. Provide time between reading/annotating and writing
  3. Develop a strategy for annotating (notetaking)
  4. Look for important details while reading
  5. Read the entire article before committing to main ideas
  6. Every word counts – write and rewrite
  7. Writing summaries develops over time

25-Word Summaries

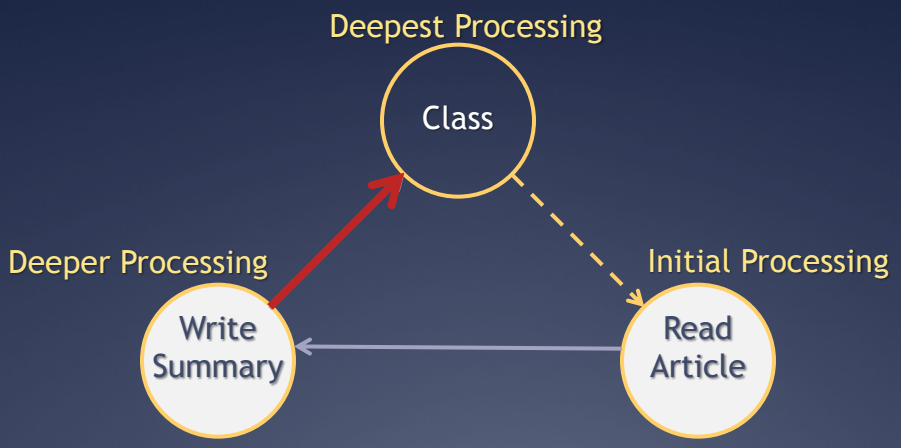
- Rubric for Evaluation
  1. Structural Format 5 pts
     - Is the summary 25 words or less?
     - Is the summary a coherent sentence(s)?
     - Does the summary avoid listing?
  2. Clarity of Thought and Expression 5 pts
     - Are the ideas expressed well and integrated?
     - Does every word have a meaningful purpose?
     - Are correct grammar and syntax used?
  3. Delineation of Core Message 15 pts
     - Accurately reflect the reading's central or essential meaning(s)?
     - Are the reading's messages fully integrated?
     - Does the summary reflect an understanding of the reading?

25-Word Summaries

- Rubric for Evaluation
  1. Structural Format 5 pts
  2. Clarity of Thought and Expression 5 pts
  3. Delineation of Core Message 15 pts
- Feedback



25-Word Summaries & Flipping



5 In-Class Activities (all in groups)

- Jigsaw the Article
  - Divide the article into 5 sections, have each group analyze their section, each group teaches their section
- Share, Synthesize, Share
  - Share summaries in group, write a group summary, share synthesized summery with class
- Quote Connect
  - Extract 20 quotes from the article, have each student read their quote and connect it to the previous quotes

5 In-Class Activities (all in groups)

- Case Study
  - Students read the case and create an answer based on the summary reading
- Graffiti
  - Create a question for each group. Each group gets 3 minutes to answer the question, then the questions are passed to the next group and the answering continues.
- Video Interpretation
  - Small groups review the reading, then watch a video looking for applications of the reading. Small groups then debrief, before the large group debriefs.

Flipping Basics

Flipped

Before During After

Learning is not magic, it's by design.

Flipping Design

Effective learning environments are not random events.

Lesson Sequencing & Design

Day	Topic	Objective	Before Class	During Class	After Class
1	Intro Syllabus				
2	Behaviorism CC	1.1 1.2	Article + Quiz	Jigsaw Article Teach Out	Personal Example
3	Behaviorism CC	1.1 1.2	Article + Summary	Summary Creation	
4	Behaviorism OC	1.1 1.3	Article + Quiz	Jigsaw Article Teach Out	Dog Training Vid + Explain

Processing

Lesson Design Basics

- Learning Outcomes
- Instructional Introduction
- Instructional Content
- Instructional Activity
- Instructional Closure
- Instructional Assessment
- Instructional Support

Before / Pre-Class

Processing	Assessment
1. Movie Videos 2. Content Videos 3. Group Mini-Projects 4. Web-based Reading 5. Web-based Research 6. Self-Reflection Response 7. Case Reading & Response 8. Simulation Problem Solving 9. Immersive Envrnmt Exploration 10. Read an Article/Story/Chapter	1. Blog/Vlog 2. MC Quizzes 3. Article Response 4. Artifact Creation 5. Tweet Perspective 6. Written Summaries 7. Mini-Case Response 8. Image Interpretation 9. 6-second Vine Video 10. Short Video Responses

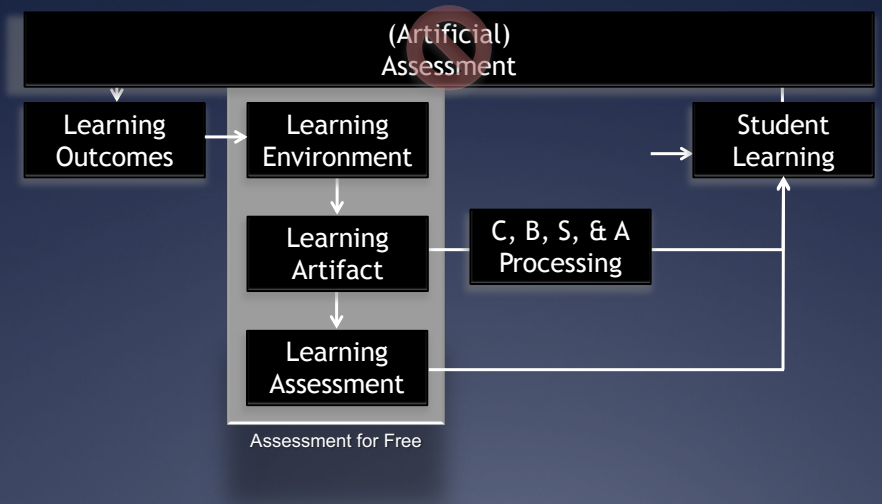
During / In-Class

Processing
1. Simulations 2. Problem Sets 3. Case-Studies 4. Data Analysis 5. Serious Games 6. Artifact Critique 7. Skyped Speakers 8. Class Presentations 9. Explanatory Video Creation 10. Small/Large Group Discussions

After / Post-Class

Processing
1. Blog/Vlog 2. Reflection 3. Problem Sets 4. Peer Critiques 5. Writing Revision 6. Class Feedback 7. Mini-Case Studies 8. Team-based Revisions 9. Improvement Inventory 10. Personal Application Case

Learning, Teaching, Assessment



Course embedded assessment is not magic, it's by design.

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