

To Flip or Not To Flip? Lessons from the Trenches

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Overview

- My Flipped Classroom
 - Michael Posner, Assoc Prof of Statistics
 - What is a flipped classroom?
 - My flipped classroom
 - How do students learn?
 - Reflections on flipping
 - Susan Mackey-Kallis, Assoc Prof of Communication
 - Active "lab" classrooms
 - Class structure: Flipped and Blended
 - "Survey Shows:" What the students thought
 - Questions to each other
- Questions/Discussion with Participants

What is a Flipped Classroom?

- Discipline-specific
- Students do work ahead of time
- Class-time spent clarifying misconceptions and "high-touch" activities
- Leverages power of technology


VS


Past Present

My Flipped Classroom

- Statistical Methods for quantitative majors
- Each module designed around two classes



- Weekly quizzes during lab
- Database of videos on statistical topics
- Research question: How does this impact student attitudes, learning, and course evaluations?

Traditional vs. Flipped Classroom

	Traditional	Flipped
Time on Task	Class-time, homework	Pre-learning, Class-time, studying for quiz
Making Connections		More time on real-world applications (during lab) Individual connections
Real-time feedback	Homework feedback given 1+ weeks later	Misconceptions clarified in class Quiz feedback given next class
Competing Mental load	Learning time controlled by professor	Allows (but relies on) student-centered learning
Formative assessment	Optional	Optional

Reflections on Flipping

- My Reflections
 - Preparation time is different and much more (at beginning)
 - Student-centered learning works well if students are motivated
 - Be clear regarding expectations/assignments
 - I covered more material and had time for student projects
- Student Feedback
 - I don't like it. I like learning in class.
 - Complain to Chair – "no teaching" going on and he didn't warn us about the class
 - ? It has been challenging adjusting, but I have faith in the idea
 - ? It was hard at the beginning but became easier
 - + I like it a lot!!!! I wish more classes, especially math and science ones, ran this way. It just makes sense - particularly at a college level - that you as an individual spend more time learning the basics and then come in to class where the professor serves to help fine-tune what you've learned and make sure you have your cards in the right order.
 - + I like this set up because it allows me to spend as much time as I need to learn the material and then stop once I understand the material. In many classes, teachers either spend too much time or too little on topics making the classes harder to follow and some hw harder to complete. I also like the flipped because it allows me to do more problems in class where I can get help from classmates or the teacher if needed.

Active "Lab" Classrooms

- Defining active learning
- Flipping and performance based classes like Public Speaking
- Every class can be a "Lab" class



Class Structure: Flipped & Blended

- Recorded video lectures
- Pearson's e-learning platform
- Online chapter quizzes
- How class time was spent
- Use of Mediasite "lecture capture" classroom



"Survey Shows:" What Students Thought

- Prior experience w/ format
- Did they like it?
- Amount of work required
- Perceived ease of learning
- Increase in instructor hands on guidance?
- What they liked and didn't like
- If they would take another "flipped" class



Discussion

- Questions to Each Other
- Questions/Discussion with Participants

