



The SoTL Commons

A Conference for the Scholarship of Teaching & Learning

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Flipped Classroom: Disaster or Coup de Gra

By Buffie Schmidt, MBA, Ed.S.

OVERVIEW

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 - Getting Started Exercise
- Background for Project
 - Teaching Philosophy
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- Flipping Technique
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PRESENTER

Buffie Schmidt, MBA, Ed.S.

- 2nd generation college grad
- Education:
 - B.S. in Computer Science and Mathematics with Minor in Chemistry from Brenau University in Gainesville, GA
 - MBA & Ed.S. in Ed. Leadership from Augusta State University
- Career:
 - Walt Disney World Co., and Electrolux
 - Curtis Baptist High School, Troy University, CompUSA
- Next:
 - My first Love verse My newest love

What's Next?

First Love



<http://serc.carleton.edu>

Newest Love



Getting Started Exercise

Boring Basics

- Organize according to disciplines
- Select one concept/chapter with which you know your students struggle for which you are willing to try something new
- Share your topics with each other
- Complete the Boring Basics handout
 - Share at least one idea with someone
 - Receive at least one idea from someone

Teaching Philosophy

- Employers hire for skills – not degrees: Problem solving, critical thinking, decision making, communication, collaboration, time management
- Education = Power
- Win Battles and Victory will follow
- Perception = Reality
- In business (life) the audience is key

- I Strive to engage students, Foster Deep thought and Critical Inquiry
- Require students take some responsibility for learning
- Accept nothing late
- Utilize varying forms of teaching/evaluation methods

Teaching Philosophy

- Differentiated Teaching
 - Provides multiple ways for processing concepts, demonstrating knowledge, and evaluating assessments
 - Goal: Maximize growth of individual students
 - Goal: Meet student where they are
- Authentic assessment
 - Engage in real life scenario
 - Reinforce knowledge and skills learned in classroom
 - Simple as leprechaun comic task or as involved as graph creation from newspaper
 - Performance based learning and assessment

Flipping Defined

- An Old Idea with a New Name and a Twist

Backwards
Classroom

Inverted
Instruction

Inverted
Classroom

Blended learning
technique

Reverse
Teaching

Peer
Instruction

Reverse
Instruction

Flipping Defined

- So What's the **New Twist**
 - Focus on Higher Level Thought
 - Maximize Time with Instructor
 - Increased one-on-one opportunities (Bloom 1984)
- No need to flip the entire course right away
 - Flipping one assignment will change the world for someone

*.....Dates back to start of printing press

Flipping Defined

○ The Basics of Flipping

- Before Class - Student reviews/learns concepts
 - Instructor spends less time lecturing and more time with students (Often achieved via technology-video lectures)
- Classroom time - apply concepts to other contexts
 - Differentiation made easier
 - Higher level thought ([Blooms Taxonomy](#))
 - Collaborative, student centered, experimental learning
- After Class – Student engages in reinforcement activity
 - Retention is achieved/improved
- Findings – Close the loop

Flipping Defined

Traditional

- Class Lecture
- Homework/Quiz
- Class Lecture
- Homework/Quiz
- Exam

Teacher = Talker

Student = Bored

Class =

Knowledge/Understanding

Flipped

- HW: Video Lecture
- Class discussion
- HW: Video Lecture
- Class small groups
- Exam

Teacher = Tutor

Student = Engaged

Class =

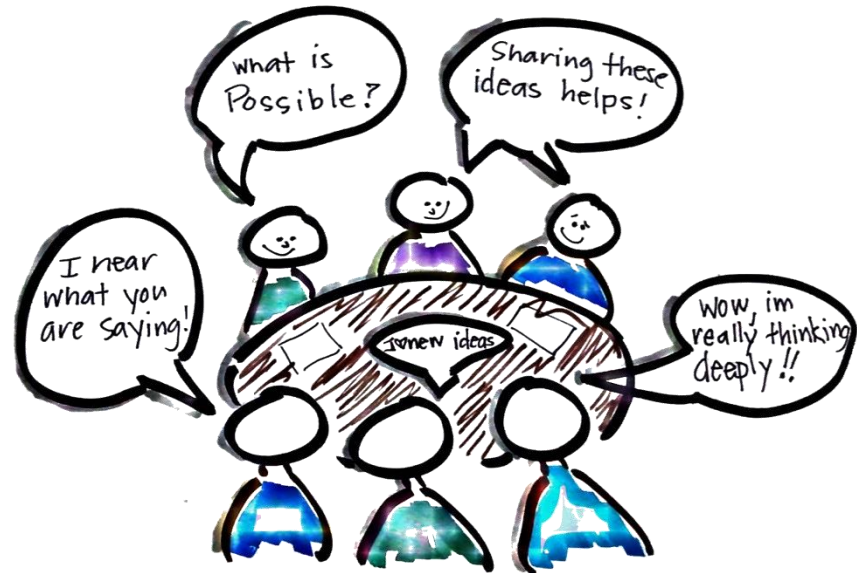
Application/Analysis

Flipping Defined

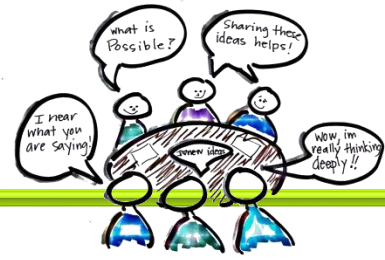
- How are you using your class time?



Everyone knows learning must be serious and difficult and you must remain seated at all times. No fun allowed.



Flipping Defined



- How are you using your class time?

Higher level thought

Creativity

APPLICATION

Deeper Thinking

Exciting

Analysis

Critical Thinking

Improved retention

Solution based discussion

Process Examples Defined

Step 1: Require assignment on concepts being covered in class to be completed **prior to class**

- Voiceover on powerpoint
- Video lecture (Khan Academy, itunes University, personal lecture capture, educational youtube)
- News clip (selected or unsolicited)
- Homework based on concept/chapter
- Group assignment with specific deliverables
- Others?

*Also assists with time management skills

**Forces student to own learning

Process Examples Defined

Step 2: Integrity of Flipping Assignment:

Ensure students complete the pre-activity

1. Short quiz at the beginning of class
 - o Built into grade or for extra credit
2. Begin class with discussion assuming Blooms Level 1 & 2 knowledge levels
 - o Dismiss class if the majority are unprepared and do not recover in the next class period
3. Begin class with short group exercise requiring application
 - o Take up the papers with names

*Important at beginning of semester

Process Examples Defined

Step 3: Thought Provoking, Goal Assignments used to stimulate deeper thought, improve critical thinking, and encourage creative, application, and analytical thought resulting in excitement and concept retention

1. Current Event Class Discussion
 - o Encourage and Reward participation
2. Small Group Discussions
3. Clicker Questions
4. Working End of Chapter Problems
5. Solving Project Based Learning Assignments

Peer-to-Peer Learning

*Goal assignment: What have you always wished you had time to do in class?

Process Examples Defined

Step 3: Thought Provoking, Goal Assignments used to stimulate deeper thought, improve critical thinking, and encourage creative, application, and analytical thought resulting in excitement and concept retention

6. Real-Life Document Analysis (hand on, labs)
7. Problem Solve/Clarify
8. Individual Reflection
9. Course Projects:
 - Debates
 - Presentations

**In-depth
Application**

*[Active Learning](#) Assignment Assistance

Process Examples Defined

Step 4: Follow up Assignment in an attempt to solidify the imprint of the newly gained knowledge on the student's mind.

- Additional Experience - After class assignment of choice
 - Write in journal
 - Interview professional
 - Mind map the concepts
 - Review of Key concepts

*Consider requiring a minimum number to be completed over the semester in a portfolio

Process Examples Defined

Step 5: Results Assessment

- Compare
 1. Exam Scores
 2. Embedded Questions assessing specific Learning Outcomes
 3. Overall Course Grades
 4. Course Evaluations
 5. ETS scores



Discipline Integration

- Political Science/Economics
 - Provided later
- Communication
 - Require (memo, resume, cover letter) be brought to class prior to class discussion on written communication chapter
 - Require 2 minute informational/persuasive speeches on topic of choice on day covering oral communication. (do not have to choose everyone, allow class to critique speakers, offer extra credit for volunteers)

Discipline Integration

- Mathematics/Finance
 - Require analysis of firm of choice using specific equation or concept being covered (remember there is not a need to apply all of your knowledge to concept specific assignments)
- English
 - The local newspaper is an excellent source of inaccuracies
 - Utilize your library!
- Physical Education
 - Video of Rules, Sportsmanship, Team Selection
- Sciences, Art, Music, Logistics, or any Discipline
 - Follow outline to follow.....

Discipline Integration

How to Flip Your Course – Flipped by Schmidt

- Design the deliverable considering
 1. Where is your concept used in real life?
 2. What assignment will benefit students beyond specific concept understanding?
 3. Evaluation of group or individual assessment (rubric?)
- Don't focus on the concept you need them to learn!
- Do focus on how the concept will be utilized in their life.
 - Know your students. Personalities, goals, majors, year in school, [learning styles](#)
- Whenever possible:
 - Allow students to choose
 - Partner with local businesses

My Design

Before - Boring Basic, traditional delivery/assignments

1. Attend lecture of chapter
2. Complete homework/quiz
3. Repeat #1 and #2 for three or four chapters
4. Complete Exam
5. Repeat #1-#4 for three or four exams
6. Complete Final Exam

My Design

After - Flipped Classroom

1. Read Chapter & Complete Homework
2. Attend Class & participate in daily activity
3. Repeat #1 and #2 for three or four chapters
4. Complete Exam
5. Repeat #1-#4 for three or four exams
6. Complete Project Based Learning course project

My Design - Data

Boring Basic verse Flipped Classroom

- 37-45 students
- Mostly Sophomores
- Some Juniors
- Few Freshmen/Seniors
- 50% Business Majors
- 30% Political Science
- No significant differences amongst the cohorts
- Evening classes were smaller with more upperclassmen


My Design - Data

Boring Basic verse Flipped Classroom

Assignment	Spring 11	Spring 12	Spring 11	Spring 12	Fall 11	Fall 12
Homework	0	0	0	0	0	20
Mind Maps	0	10	0	10	15	0
Graphs	21	15	21	15	10	10
Quizzes	13	0	13	0	0	0
Exams	44	50	44	50	50	45
Debate	0	15	0	15	15	25
Journal	12	0	12	0	0	0
Participation	10	10	10	10	10	0
Total	100	100	100	100	100	100
Sources of Flips						
Exams and Debates > 5 of course grade						
Graphs are used to prepare student for exams and debate (formative assessment)						

Student Outcomes

Boring Basic verse Flipped Classroom

	Macro		Macro		Macro	
	Afternoon		Evening		Afternoon	
	SPRING 11	SPRING 12	SPRING 11	SPRING 12	FALL 11	FALL 12
	Traditional	Flipped	Traditional	Flipped	Traditional	Flipped
#Students	45	45	19	44	41	45
A	29%	31%	37%	48%	20%	42%
B	36%	49%	16%	25%	34%	27%
C	13%	11%	16%	16%	17%	20%
D	4%	0%	5%	0%	5%	2%
F	9%	4%	16%	7%	5%	7%
W	9%	4%	11%	5%	20%	2%
	Completion Percentage		Completion Percentage		Completion Percentage	
A, B, or C	78%	91%	68%	89%	71%	89%
% change		13%		20%		18%

*Spring Semesters – Mind Map (flip assignment)
 *Fall Semester – Online Homework (flip assignment)

Take Away

- This really works!
 - More students successfully completed course
- Integrity of Flipping Assignment is important!
 - Must not be a “cake” assignment
- Traditional and Non-Traditional students will benefit differently

- I was able to:
 - Able to add more current events and ‘dream topics’ to classroom experience
 - Achieve higher level of thought in class discussions and witness ‘light bulb’ moments as critical thinking took a foot hold
 - Course debates were so engaging a graduate faculty member duplicated and continues to use in her MBA course.

Future Research Opportunity

- Further discover the differences among traditional verse non-traditional student benefit
- Explore possible differences in afternoon verse evening students
- Determine differences in course evaluation comments
- Determine retention level success by following up 6/12 months later
- Others?

Exit Exercise

Flipped by Schmidt

- Complete the Flipped by Schmidt handout
 - Share your outcomes/ideas with each other
- * Problem Concept/Chapter: Select one concept/chapter with which you know your students struggle for which you are willing to try something new (Gains from Trade)
- !! - Specific Concept Struggle: Be specific concerning the struggle your students experience on this concept (math)
- **1** - Big Picture: Where is this concept utilized in real life? What career path utilizes this concept?
- **2** - Real World: What assignment relates to or requires student to enter the real world. Think cross-discipline/multidimensional
- **3** - Evaluation: Be sure to consider the level of difficulty with rubrics, formative/summative or objective/subjective assessment

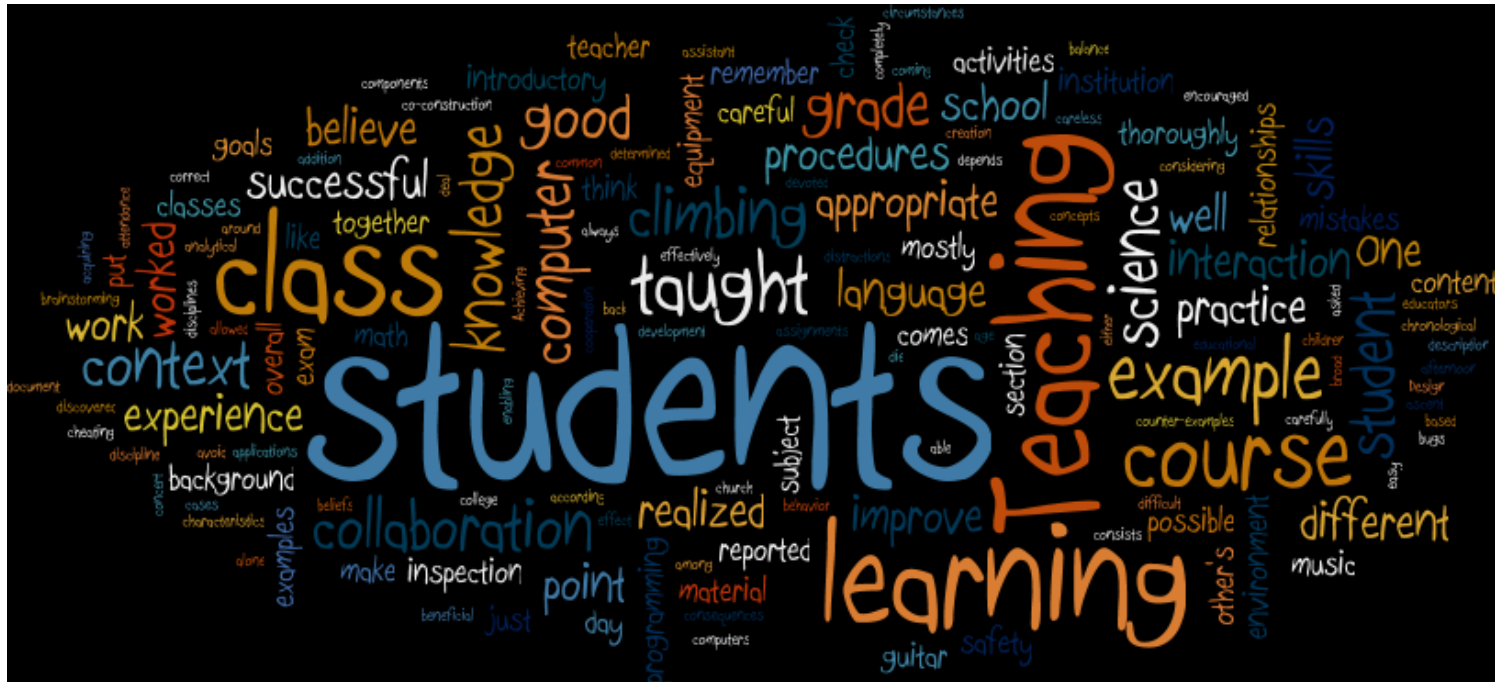
Exit Exercise

Your Findings?

- Compare Handouts
 - Which one do you think will excite and engage your students the most?
 - Which one do you think will result in higher level thought, greater retention, improved critical thinking, and decision making skills?
 - Which one are you more excited about?
 - If you are not more excited about the Flipping process, Why? How can you make it more concise?

Why Flip?

- What are we all about?



<http://www.fossati.us/teaching.php>

THANK YOU



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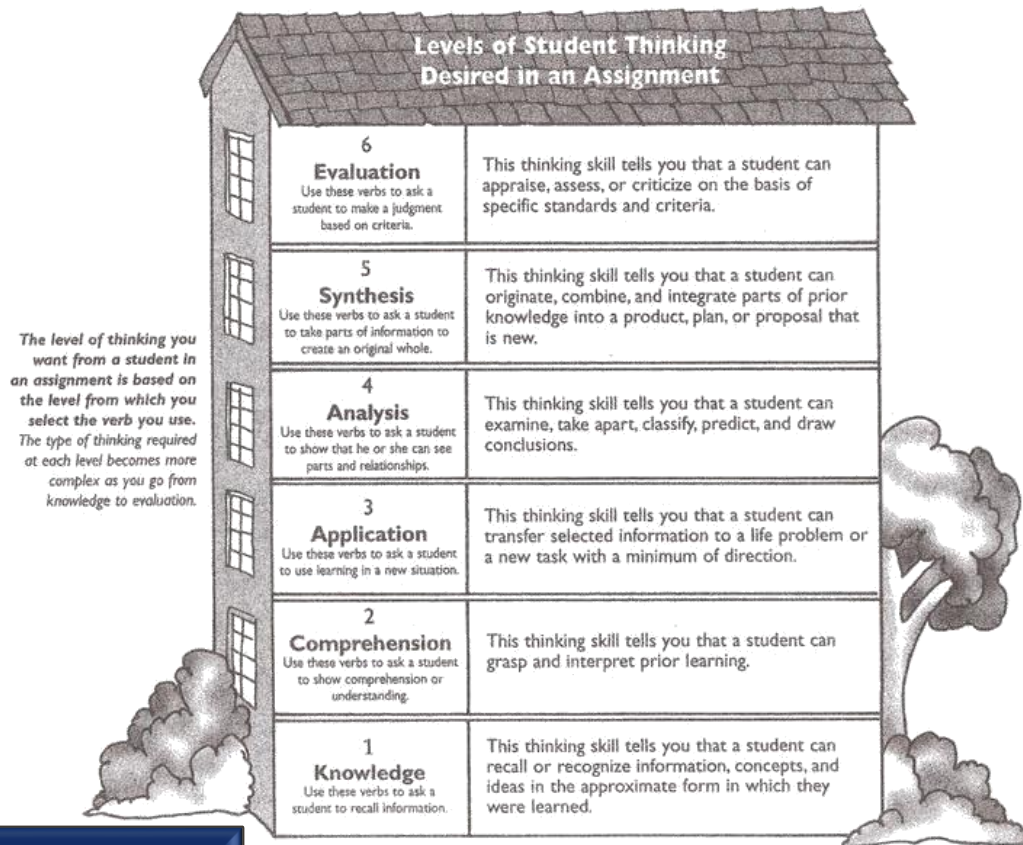
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Blooms Taxonomy

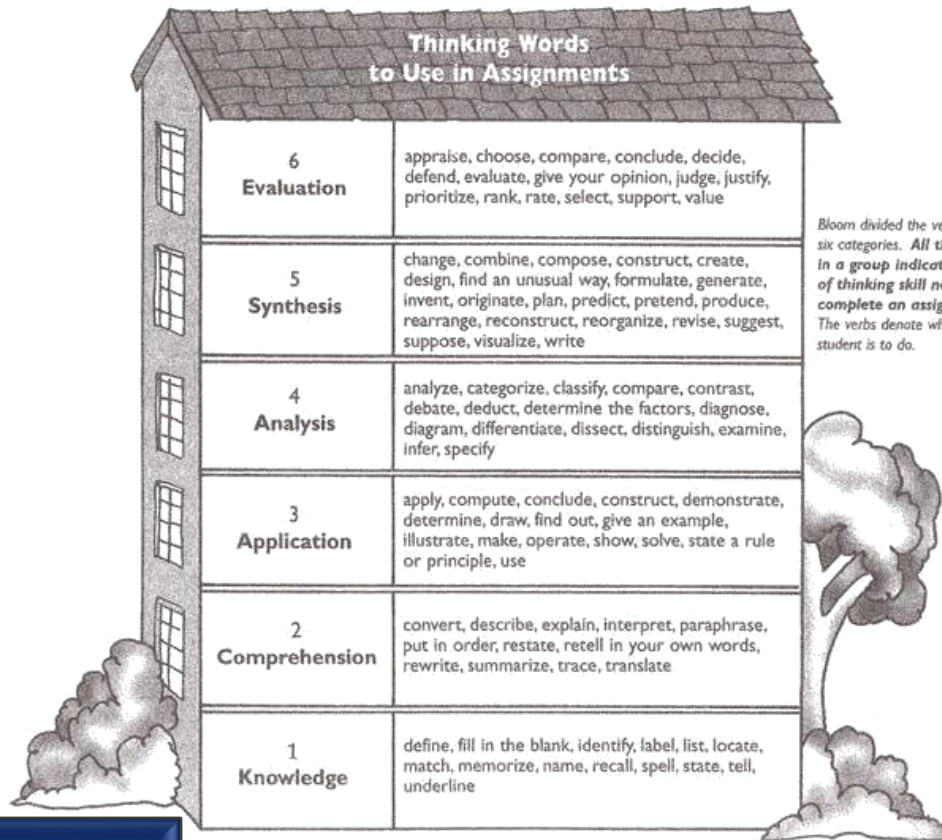
How to Get Your Students to Do Their Assignments 22



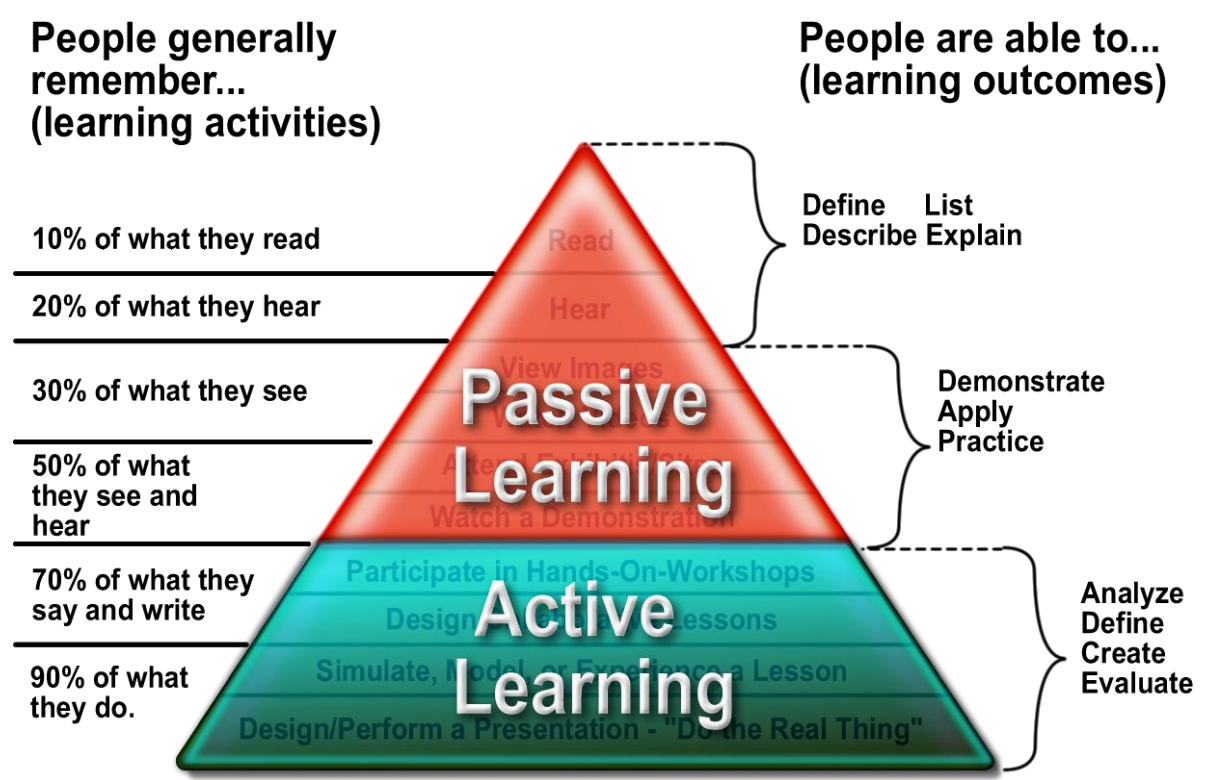
Blooms Taxonomy

Unit D ♦ Lesson Mastery

Bloom's Taxonomy

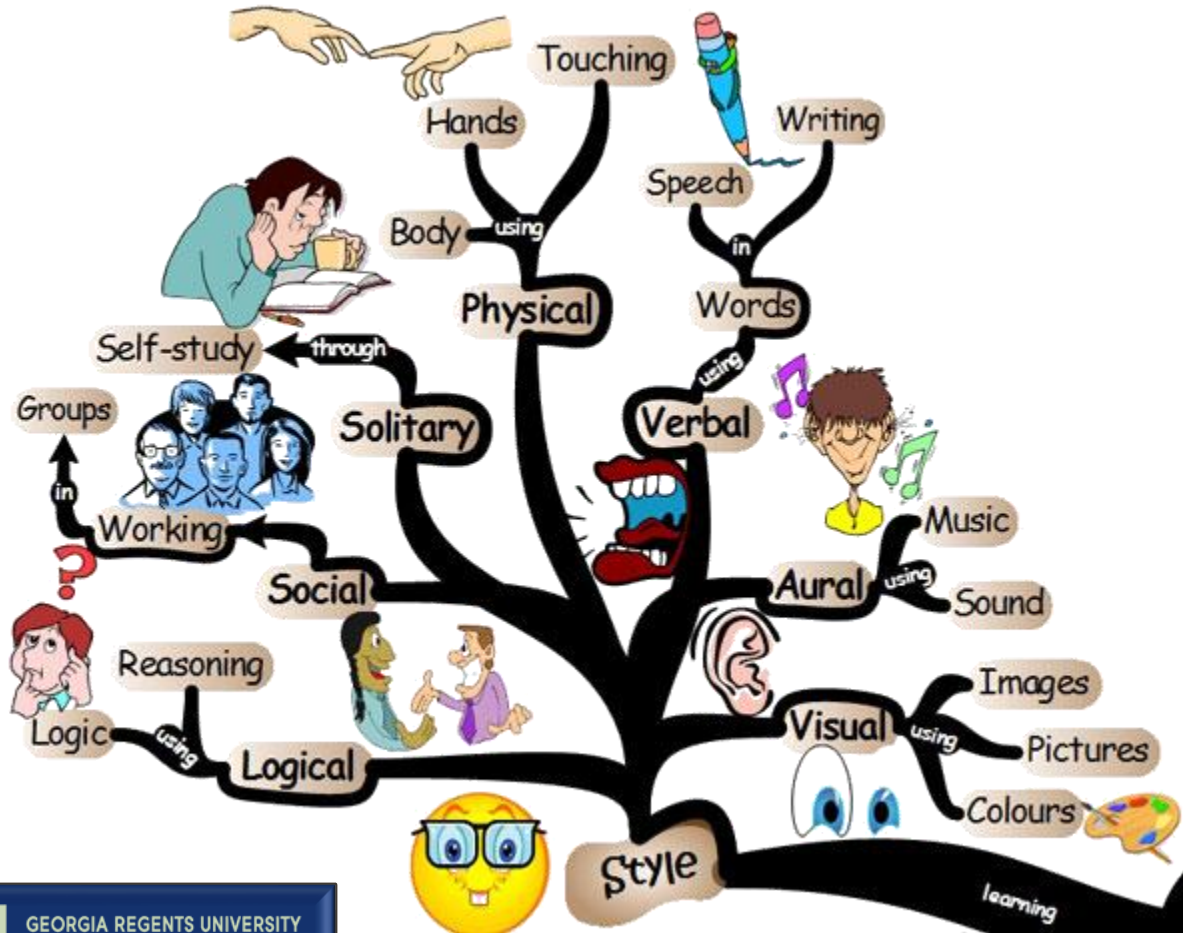


Active Learning



*wordpress.com

Learning Styles



*ccsf.edu

Notes
