Flipping the Classroom

The benefits of flipped classrooms have been well publicized and researched. It can be exciting and daunting exploring this new educational frontier. There is much written on the topic of flipping a classroom. Blogs, articles, and research is available to help you make a decision or if you have made the decision, suggestions on implementation.

Joe Hirsch, from the Akiba Academy of Dallas, is one such blogger. His strategy for the flipped concept design lies in the planning. Just as a architect plans their proposed building, an instructor need to build a plan for their course. Knowing which content to move online and how to present it in a digital environment. Is discovered through thoughtful planning. Creating a plan will help you:

- Devise essential questions
- Identify the enduring understandings that students will ultimately reach
- Establish clear targets
- Tag content for either video delivery or live instruction

The Distance Education division has the experience and tools to help you plan and bring your ideas to life.

You can read more about being a learning architect at:
http://www.edutopia.org/blog/now-hiring-flipped-learning-architects-joe-hirsch

Reflections on Transitioning to Web-Enhanced Instruction
An interview with Cindy Miller, M.A.O.M., R.T. (R)

In the fall of 2013, Cindy Miller, Clinical Coordinator for the Radiologic Technology program, decided to incorporate D2L into her clinical students' learning experience. D2L has been used in the past as a repository for course documents and a gradebook resource. Cindy wanted to enhance the clinical experience with online learning opportunities for her students. This larger use of D2L was a first for the Radiologic Technology Program.

This was also Cindy's first experience with online instruction. She came with the usual apprehensions and excitement about using D2L in this way for the first time. She had the goal of increasing the patient care competency level of her clinical students, to make them better able to serve the patient and their complex needs.

After a year and a half, Cindy is sold on the notion that utilizing D2L in reflections and case studies are truly helping the students assimilate the information into useful ideas at the clinical site. Her use of D2L for her clinical students has evolved over time, beginning with discussion activities in RAD 111 consisting of scenarios and case studies. Cindy says, "In later course development I went to topical modules. For example, one semester I did 5 weeks in a row on the topic of imaging pediatrics. The topics ranged from review of developmental stages and good communication techniques for each, to immobilization devices, to what to do if child abuse is suspected."

The discussion activity allows instructors to focus on every individual student and assess their comprehension of the application of concepts. Beginning with the first year fall cohort (RAD 111), Cindy has rolled out the D2L course enhancement to each of the six clinic semesters, making it seamless and familiar to the students. "It will be a way of life for the student; nothing 'added' to their requirements since they've done it since day 1 with us."

"Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter."

Flipped Learning Network (2014)

In This Issue

7 Things You Should Know About Flipped Classrooms

EDUCAUSE Learning Initiative (2012) published a scenario concerning an experimental implementation of a flipped classroom in a designing food gardens course. Below are things you need to know before you try your own flip:

1. The flipped classroom is a pedagogical model in which the typical lecture and homework elements are reversed.

2. The term, "flipped classroom" is widely used to describe almost any class structure that provided pre-recorded lectures followed by in-class exercises.

3. A growing number of higher education individual faculty have begun using the flipped model in their courses.

4. Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking.

5. An effective flip requires careful preparation.

6. New tools may emerge to support the out-of-class portion of the curriculum.

7. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experi-ment.

Look for the PDF in the DE Newsstand

Flipped Mash-Up

Reflections (continued from page 1)

Cindy does admit the students "do grumble a bit". From her perspective, it is too bad. She states students don't realize how much this practice helps them. She is convinced it is a game changer, helping students become better, more informed technologists.

An added bonus, Cindy is using D2L for important communications and announcements for her students. The Radiology Clinical students are solely in their clinical sites – no lecture or classroom time when they are all together in one place. "There are times that, as their coordinator, I need to convey information to them. The choices have been email or 'stealing' time from another RAD class. With this new cohort of students we are building a habit of spending time in D2L weekly. Partly this is for communication, and partly it is to remind students of lessons learned in other courses that apply to clinicals, and to enhance the students' application of the material by re-visiting the material."

Cindy goes on to say, "Also, in the Radiologic Technology Program, once the students enter their second year of instruction they are in their clinical site 3 days per week, and hardly on campus. It has been easy for me, as clinical coordinator, to be even more removed from the students as a group. In the past, whenever I would address the second year students during a colleague's class time, they would have a variety of questions and concerns that would take more time than either planned. It was needed – and it showed us that a void existed in the students' ability to communicate with me. D2L is our solution."

From Cindy's point of view, enhanced communication is definitely worth it!

When asked what has worked well with the enhancement, Cindy cites the one on one communication with the student in the digital environment allows her to know their personalities better. When asked what is not working so well she feels the need to reinforce the idea with the students that this is an "enhancement" and not another class.

At this time, Cindy is content with the progress made. She states she will continue to look for new and different ideas or content that's necessary to reinforce the information that requires reinforcement . "Now, in Spring 2015, there is the original cohort of Rad students who are now in their second year along with a cohort of first years who began last fall, so I have double the grading and communication. Also, I am able to adjust assignments that just didn't work so well with the first cohort."

I asked Cindy to provide some advice to instructors thinking of adding a online component to their land courses. Here is what she had to say:

"D2L takes a little getting used to. The templates provided each semester help tremendously so that you don't have feel like you need to remember every little thing yourself – the template guides you to update and renew all dates, etc. I am learning the techniques and methods within the D2L format that allow for meaningful conversation – albeit written conversation. The journals a are wonderful tool if your intention is building relationships with your students."

The Pros and Cons of Flipping the Classroom

You have decided you want to try your hand at flipping your classroom. You see the advantages of students coming to class prepared to demonstrate what they have learned. You've seen your colleagues enjoy a successful flip and their students excelling in understanding complex concepts. But, is the flipped model really for you? For your students?

There are many things to consider when deciding whether or not to flip. The chart below demonstrates nicely the pros outnumbering the cons on the use of class time with effective learning activities. But the whole thing can derail if access to adequate technology is blocked or if there are limited online resources.

Pros	Cons
Students no longer struggle with challenging concepts alone outside of class time.	Making sure every student has a computer and Internet access.
Students can skip parts of the lesson they already understand and re-watch new or challenging ideas.	Students cannot ask questions for clarification during a recorded lesson.
Applied learning in the classroom.	Technology issues.
Differentiated instruction.	Designing and grading frequent quizzes.
Students are given ownership and responsibility for their own learning.	Students have trouble "buying in" to instruction, especially when it is not created by the instructor.
Students come to class prepped and ready to learn. No down time.	Determining how to handle students who do not complete the homework video.
Videos include links for deeper thinking and further learning.	Creating or finding quality videos for each lesson.
Teacher can spend class-time working one-on-one or in small groups with students.	

The Pros and Cons of the Flipped Classroom (EdTechVoice 2015)

The Four Pillars of F-L-I-P

Effective use of classroom time is the goal of the flipped classroom. It goes beyond just putting lecture material online. According to the Flipped Learning Network (2014), it is educational philosophy in practice utilizing the Four Pillars or F-L-I-P:

F = Flexibility
Establish spaces and time frames that permit students to interact and reflect on their learning as needed. Continually observe and monitor students to make adjustments as appropriate. Provide students with different ways to learn content and demonstrate mastery .

L = Learning Culture
Give students opportunities to engage in meaningful activities without the teacher being central, Scaffold these activities and make them accessible to all students through differentiation and feedback

I = Intentional Content
Prioritize concepts used in direct instruction for learners to access on their own. Create relevant content (typically videos) for students. Differentiate to make content accessible and relevant to all students.

P = Professional Educator
Be available to all students for individual, small group, and class feedback in real time as needed. Conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.

Coming in August

- **Welcome Back returning fall faculty!**

- **An introduction to Quality in online courses**

- **D23L 10.3 Upgrade features**

- **Invigorating course technologies**

The Back Story

Take advantage of the opportunity to participate in this Lynda.com tutorial.

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Flipping the Classroom

Lynda.com Online Training | presented by #MercyCollegeDE

Initiating learning before class begins is what a flipped classroom is all about.

Aaron Quigley, Johns Hopkins graduate and Teach for America alumni, has wide and varied experience in injecting technology in the classroom. He has created a tutorial that is instructional and informative on the concept of the flipped classroom. Arron will take you through the process, presenting educational best practices and benefits, when passive learning in replaced with reinforcement through active learning.

Aaron also addresses the drawbacks (like students without technology) with solutions, turning drawbacks into learning opportunities. Finally, the responsibilities of the instructor are discussed in this new education environment. Taking lecture out of the classroom means new strategies need to be developed to extend presence of the instructor to the home activities.

How to Register
Click here to request an account: http://goo.gl/forms/oEbSgPzU19

Distance Education has a few account licenses available for "check out." If there is a course you would like to take, please fill out the Google Form and you will receive an invite from Lynda.com as soon as the next account becomes available.

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You are the reason we are here. Feel free to stop by or give us a call for information and help in adding more technology to your land-based, hybrid, or online courses.

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