FACULTY FOCUS

Special Report

Blended and Flipped: Exploring New Models for Effective Teaching & Learning

July 2014

A MAGNA PUBLICATION

Blended and Flipped: Exploring New Models for Effective Teaching & Learning

It's hard to pick up a publication these days without reading something about blended course design or the flipped classroom. Even mainstream media have begun to cover these new approaches to teaching and learning that put more emphasis on active learning.

But despite their growing popularity, defining blended learning and flipped learning is more difficult than one would expect. Both models have a variety of definitions, and many consider the flipped classroom a form of blended learning. The Sloan Consortium has one of the most precise definitions, defining blended as "instruction that has between 30 and 80 percent of the course content delivered online." For the sake of this report, we're using a more broad definition of blended learning as a course that uses a combination of face-to-face and online learning.

The flipped classroom, sometimes called the inverted classroom, is a pedagogical model which reverses what typically occurs in class and out of class. Students are first exposed to the material outside of class, typically in the form of video-based lectures, and then class time is used to engage in activities such as problem solving, discussion, and analysis.

This special report features 12 articles curated from past issues of *The Teaching Professor, Online Classroom*, and *Faculty Focus*. With six articles dedicated to blended learning and six articles on the flipped classroom, ***Blended and Flipped: Exploring New Models for Effective Teaching & Learning*** provides an inside look at how faculty are using these approaches to reshape the college classroom. Articles include:

- Putting the Learning in Blended Learning
- Recommendations for Blended Learning Course Design
- The Process Approach to Online and Blended Learning
- Expanding the Definition of a Flipped Learning Environment
- "I Don't Like This One Little Bit." Tales from a Flipped Classroom
- Looking for 'Flippable' Moments in Your Class

Regardless of the definitions used to describe each approach, at the heart of both blended learning and flipped learning is a learner-centered curriculum that changes the traditional roles of instructor and student. In the article "Expanding the Definition of a Flipped Learning Environment," Honeycutt and Garrett write, "When planning a flipped lesson, an instructor should begin with the question, 'What do the students need to DO to achieve the learning outcome?' This change in perspective will immediately flip the focus of the lesson since the question emphasizes the efforts of the learners, not the instructor."

Mary Bart
Editor, *Faculty Focus*

Table of Contents

Putting the Learning in Blended Learning

By Ike Shibley, PhD

Blending learning involves using a combination of face-to-face interactions and online interactions in the same course. Students still regularly meet in the classroom in a blended course, but the frequency of those meetings is usually decreased. The goal of blended learning is to facilitate greater student learning and could thus fit within a learner-centered paradigm. Many discussions about blended learning, however, focus not on learning but on blending. "Blended" is an adjective and "learning" is a noun; why has our focus been directed at the adjective? Do we assume, as is often done in the teaching paradigm, that learning is automatically assumed? I think that blended learning has become widely established enough that attention can now be paid to the learning portion of the name.

In higher education learning must be the focus—the push for learner-centered teaching is a noble, pedagogically defensible goal. Improving the cost-effectiveness of teaching should play only a secondary role. An instructor should not begin a blended design by asking how many face-to-face hours are really necessary, even though some administrators may use reduced hours as a starting point. The course should be designed to maximize learning.

In designing a blended course, a simple way to start is to imagine a discrete unit of learning, for example, a particular topic or a chapter of the textbook. Here is a three-step process:

1. Establish clear learning goals for the topic.
2. Design activities to help students meet the learning goals.
3. Sort the activities into two categories: online and face-to-face.

None of these steps is particularly easy. Writing effective learning goals is a skill that teachers must constantly hone. Designing activities requires a creative mind that is pedagogically grounded. Addressing the third step could be the easiest of the required actions but requires much pedagogical savvy. In considering each step, the following questions might help:

- What do I really want students to learn?
- How can I ensure that students read the book prior to class?
- What lower-level activities can student complete online prior to class?
- What higher-level activities can be accomplished during class?
- What higher-level activities can students complete after a topic has been discussed face-to-face?
- Which activities require a grade and which activities will students do because they can immediately see the link to other graded activities?

As small decisions are made about individual topics and the instructor decides the balance between face-to-face and online learning, the bigger picture will emerge. The teacher must start with small decisions then step back to see the picture that is emerging about the course, in much the same way that we step back from pointillism to see the picture that is created from thousands of small paint dabs.

When we maintain our focus on learning, the means used to help students learn dominates our thinking. Too often teachers can fall into the trap of testing students only on lower-level material (knowledge and comprehension questions). When exams become the only means to assess learning, a teacher becomes a carpenter with only a hammer: all problems start to seem like nails.

Blended courses offer a way to move beyond a midterm and a final. By combining the benefits of online instruction with the advantages of face-to-face instruction, you might improve learning in your course in ways that are impossible to achieve using only face-to-face meetings or only online resources. I often hear teachers lament that there is so much content in a course that they never have time to do any critical-thinking activities in class. Moving lower-level content—such as definitions, simple exercises, timelines, and other strictly factual content—to online resources allows the teacher to spend face-to-face time on more critical-thinking activities as well as active and collaborative work. But a teacher cannot simply think of the online activities as a way to accomplish lower-order skills; otherwise, online work runs the risk of becoming an electronic textbook. Technology broadens the range of pedagogical choices so that step 2 in the above list requires even more background knowledge, more creativity, and more pedagogical savvy.

When I recently taught nutrition, I was able to guide students through the reading material in the textbook prior to class so that critical-thinking activities could be done in class. We analyzed food labels while eating different food each week: chips when discussing fats, peanut butter sandwiches when discussing carbohydrates, protein bars for proteins, and sports drinks for vitamins/minerals. The face-

PAGE 5 ▸

FROM PAGE 4

to-face activities were used to rehearse content from the book but also to help students as they worked on a higher-order assignment online. They reviewed a current diet book, based on the nutritional information they were learning in class.

When designing a blended learning course, the instructor should remember to use the online portion as an opportunity to create more exciting face-to-face interactions. Utilizing a pedagogically rich repertoire of online resources will allow an instructor to become the teacher he or she has always dreamed of being: the creator of dynamic classroom learning environments that fully engage all students. The power of blending online activities with face-to-face work can allow this transformation. Face-to-face interactions should work synergistically with the online activities. The blending of the two components can transform learning. But to accomplish the transformation, the focus must remain on learning.

Ivan A. Shibley, Jr. (Ike), PhD, is an associate professor of chemistry at Penn State Berks.

Reprinted from *Online Classroom* (Feb. 2009): 1,3. ●

Blended Learning: A Way for Dealing with Content

By Maryellen Weimer, PhD

Introductory courses are packed with content. Teachers struggle to get through it during class; students struggle to master it outside of class. Too often learning consists of memorizing material that's used on the exam but not retained long after. Faculty know they should use more strategies that engage students, but those approaches take time and, in most courses, that's in very short supply.

Blended-learning designs can be used to help with the problem. Technology offers other options for dealing with course content. The article referenced below recounts one faculty member's experiences redesigning a gateway cell biology course. In a nutshell, all the lecture content was recorded as 10-20 minute voiceover PowerPoint presentations. Class time was devoted to "activities … entirely focused on student engagement with the content and with each other." (p. 35) What happened in class did not repeat the content but was based on assigned readings in the text and material covered in the recorded lectures.

A variety of interesting classroom activities was used, including a version of the time-tested muddiest-point strategy. Upon arriving in class students submitted index cards with questions about things from the readings or the lecture that they did not understand. A sample of these questions was read aloud and then students and the professor discussed and answered them. Students also participated in another index-card activity that presented them with a scenario or experimental data not discussed in the lectures or readings. Students worked on these questions in small groups and then developed and submitted a group answer. During class the instructor also had students respond to questions using clickers.

Outside of class, students had the option of using instructor-created crossword puzzles to help them become familiar with terminology and spelling they needed to know for the exam. There were short writing assignments and an activity that involved working with other students to write and answer multiple-choice questions.

Virtually all of these in- and out-of-class activities were graded. "A key feature of the redesign process was an increase in the number and value of formative assessments." (p. 35) This meant that the summative evaluations in the course counted less. Objective exams went from accounting for 90 percent of the course grade to accounting for 50 percent of it. "This was intentional, to give students alternate ways to demonstrate understanding of cell biology by achievement of different learning objectives." (p. 35)

The instructor who authored the article is honest about what this course redesign involved. "Creating the VOP [voiceover PowerPoint] lectures represented a significant initial time investment." (p. 35) But the goal was to create recordings that could be used in subsequent courses and easily updated. And the inclusion of various other assignments made for more grading. "To maintain sanity, discussion and writing assignments must have scoring rubrics based on expectations and instructions." (p. 42)

Was redesigning the course worth the effort? The instructor concludes with a list of payoffs: "… the archiving of enduring, easily updatable course materials; an opportunity to cover (judiciously) more rather than less content; more student collaboration and engagement with content and concept; more and deeper learning; and not the least, a

PAGE 6 ▸

FROM PAGE 5

more enjoyable and effective way of teaching and learning science." (p. 43)

That's an impressive list of payoffs and a promising solution to the too-much-content-not-enough-time dilemma facing many teachers. The article describes in detail the various activities used in the course, as well as their relative weight in the grading scheme. Before tackling a course redesign project, consult articles such as this one. They contain good ideas and wise insights that can prevent the rediscovery of wheels others have already put in motion.

Reference: Bergtrom, G. (2011). Content vs. learning: An old dichotomy in science courses. *Journal of Asynchronous Learning Networks, 15* (1), 33-44.

Maryellen Weimer, PhD is the editor of The Teaching Professor and a professor emerita at Penn State Berks

Reprinted from *The Teaching Professor*, 26.5 (2012): 2.

Blended Learning: Integrating Online and F2F

By Rob Kelly

Blended learning entails more than simply replacing class time with online course elements or supplementing an online course with face-to-face meetings. To be successful, the online and face-to-face modes need to be integrated by taking into account the learning objectives and the affordances of each mode and deliberately linking what occurs in each mode.

Depending on one's starting point, a blended course may be viewed as either a face-to-face course with online enhancement or an online course with face-to-face enhancement. If you do not carefully think about and implement measures to integrate these two learning modes, students may perceive them as separate contexts that have very little to do with each other or they may consider parts of the course irrelevant or busywork.

When the online and face-to-face components complement each other as integrated activities in each setting, there is a clear purpose and students understand the relevance of both modes.

In an interview with *Online Classroom*, Kelvin Thompson, assistant director of course design and development in the Center for Distributed Learning at the University of Central Florida, and Susan Wegmann, associate professor at UCF's College of Education and director of programs and research at the Morgridge International Reading Center, gave the following recommendations for how to successfully integrate the online and face-to-face modes of a blended course:

- **Start with the learning goals.** "Look at the learning outcomes of the course carefully before making any modality decisions. Is there something that's going to support this particular learning outcome particularly well face to face or online or by using some combination of the two?" Thompson asks.
- **Make careful modality decisions.** There are several factors to consider when making modality decisions, including:
  - **The affordances of each modality.** Each modality has its strengths. For example, with online interaction you have the ability to hear from every student, while limited time in the classroom makes this unlikely, Thompson says.

    The online environment also allows for differentiated instruction. For example, Wegmann finds that a case study assignment that has students make decisions about using reading assessments works better online. "To me it's more helpful to be online with the case study so that students can immediately do searches of the terms they don't understand or pull up an example from the text that's unfamiliar to them," she says. "The students may not know the terminology, so they can do a quick search and find out more about this case study without having to expose that to the entire class."

    Using the same example of the case study assignment, Wegmann points out that with approximately 200 different reading assessments available, from a logistical perspective doing this activity online is more effective because it's easier to access the materials online rather than face to face.

  - **Workload/logistics.** The goal with modality decisions is to maximize the effectiveness of the

PAGE 7

FROM PAGE 6

learning experience, but as with any instructional design decision, there are limitations to what can realistically be accomplished. Consider how much work will be required to create each learning activity versus the benefits to the learners, and put in the extra effort where you can make the biggest difference. "Otherwise you'll never get anything done," Thompson says.

- **Be deliberate in providing opportunities for interaction.** "In terms of integration, communication is the key, and I think if we can allow our students to communicate in meaningful ways—both online and face to face—that will help bridge the gap. … If students can understand that the professor is very interested in communication and the social interaction that necessarily has to occur for us to learn, then I think that the students will buy into the fact that they need to be active face to face and online," Wegmann says.

  Just because a communication tool or technique is available does not mean that you have to use it, Thompson says. "When you've got a solution in search of a problem, that's probably a bad thing. For example, if instructor X for whatever reason thought that she or he had to 'have an online discussion' in a blended course but didn't really have a sense of why … if there's no discernible connection between that activity and the learning outcomes, and if it's not designed particularly well … it will be perceived as meaningless busywork. And you lose credibility with students by doing something like that. Students shouldn't have to be wondering why they are in either of those two modes. It should be clear to them."

- **Be active in both modalities.** "I think it's important for the instructor to be visibly present in those submodalities. … If [the instructor] is going to disappear, it will likely be in the online mode by leaving it on autopilot or having the students perceive it to be on autopilot because the students don't see or hear from the instructor," Thompson says.

  A simple weekly announcement in the online mode can contribute to this sense of presence.

- **Reinforce one modality in the other.** Be explicit in making the connections between the two modalities by acknowledging and extending the interaction in each. Thompson suggests taking time in face-to-face sessions to talk about online discussions by saying things such as "Wasn't that a great discussion we had last week? Some things that stood out to me were x, y, and z. I thought we might take a couple of minutes and extend that." Conversely, you can use something that occurs in a face-to-face session to begin an online discussion by saying things such as "That's going to be our on-ramp to our online discussion this week." Thompson says that making these explicit connections goes a long way toward using student-to-student interaction to support integration of the online and face-to-face modes of a blended course.

Rob Kelly is the editor of Online Classroom.

Reprinted from *Online Classroom*, 12.12 (2012): 1,3. ●

Private Journal Replaces Discussion Forum in Hybrid Course

By Rob Kelly

The discussion board in Kathleen Lowney's large hybrid section of introduction to sociology at Valdosta State University wasn't serving its intended purpose of engaging learners with the content and preparing them for face-to-face class sessions. She tried dividing the students into smaller discussion groups of 50 and then 20, and the results were the same: the weaker students waited until the last minute and essentially repeated what the better students had posted previously. When she replaced the public discussions with private journals, the quality of students' posts improved, as did their grades.

Lowney's course is a "supersection" hybrid that has an enrollment of 150 to 300 students and meets Tuesdays and Thursdays with a significant online component. She had one discussion per week that required students to read 50 percent of their classmates' posts and contribute to the discussion to prepare them for the next class session.

"I began to notice that the academically stronger students

PAGE 8 ▸

FROM PAGE 7

would post early; the weaker students tended to post in the last 12 hours of a seven-day window, and many of their posts, while not quite taken word-for-word from the stronger students, were pretty close. It looked [as though] they were waiting for the stronger students to post in these open discussions to figure out what the answers were. Not everybody was engaging with the material in the way that I wanted them to engage with it," Lowney says.

She also observed that students who posted earlier and engaged in original thinking did better on tests. Even in smaller groups the same "free rider" problem occurred, and Lowney had the additional problem of managing multiple discussions. (While Blackboard makes it easy to divide students into groups and present the same discussion prompt, knowing which comment she made in which group proved to be a challenge.)

Lowney now assigns a private prewrite, which asks students to apply concepts. Students do not see each other's posts, and Lowney responds to each, offering comments that help prepare for the in-class discussion.

She also says that this format has improved students' engagement with the material. "I wouldn't say the weaker students are always a lot stronger than they were, but what I'm seeing is that my weaker students' test scores have made a steady improvement from when I had the open, public discussion," Lowney says.

In addition to improved test scores, Lowney has observed improved interaction in the face-to-face sessions. "Classes are much more engaging because I know that they've had to read the material before and engage with it," Lowney says. "I'm getting more questions in class because I'm priming the pump with my comments."

Of course, making these prewrites private eliminates the benefits of writing for and receiving feedback from peers. One way that Lowney addresses this issue is by sharing (anonymously) sample private prewrites in class, highlighting common mistakes and things done well. "I'll build that into my PowerPoint and say, 'This is something that cropped up a lot.' Most students will see their work at some point in one of the PowerPoints, and I'll share good examples as well, especially early in the semester so that I can model a successful answer and ask students to tear it apart and see what made it successful," Lowney says.

These private prewrites are more work for the students and the instructor. Responding to each prewrite is quite time-intensive for Lowney, particularly in such high-enrollment courses. And one of the challenges is providing feedback to students before the in-class discussion. "If you're not able to get them all graded, you can get a sample graded so you can use them in the lecture the next day. This makes it seem as though it's not just busywork," Lowney says.

To help motivate students to take these prewrites seriously, Lowney shares with them data that shows how grades have improved since she began using this approach.

Each module still has an open discussion where students can post messages or ask questions, but students rarely use it. While this is not really an issue in a hybrid course where students have opportunities for face-to-face interaction with peers, it would be an issue in a fully online course. That said, Lowney does see the potential for limited use of this technique in totally online courses. "If I were going to have two assignments a week, I'd have one private and one open, because I do think there needs to be some community in an online course that an open discussion allows for," she says.

Lowney has not tried this approach in upper-division courses, but she speculates that she might take more of a backseat role in these discussions. She sees the merit of including open discussions in introductory courses, perhaps with more private interaction in upper-level courses. "It depends on what you're teaching. What are your goals? What's the rest of the course like? What are your other assignments?" Lowney says.

Rob Kelly is the editor of Online Classroom.

Reprinted from *Online Classroom*, 12.5 (2012): 7-8. ●

Recommendations for Blended Learning Course Design

By Rob Kelly

Blended learning course design entails more than simply converting content for online delivery or finding ways to supplement an existing face-to-face course. Ideally, designing a blended course would begin with identifying learning outcomes and topics, creating assignments and activities, determining how interaction will

PAGE 9 ▸

FROM PAGE 8

occur, and selecting the technologies to best achieve those learning outcomes. However, a variety of constraints often affect the way blended courses are developed, which can compromise their quality. In an interview with *Online Classroom*, Veronica Diaz, associate director of the EDUCAUSE Learning Initiative, talked about how to avoid common mistakes in blended course design.

- **Mistake 1: adopting an add-on model—**Diaz recommends designing a blended course from scratch; however, a lack of time and resources often means that instructors will redesign existing courses. "Nine times out of 10 there are going to be pretty significant constraints, so you're likely to do this on the fly, where you will put some things online as a supplement rather than truly having an online component that is integrated with your face-to-face component. That's when the problems really start. You end up having what they call 'a course-and-a-half,' which is a lot more than either the faculty member or students bargained for," Diaz says.
- **Mistake 2: lack of coherence between online and face-to-face modes—**The add-on model of blended course design can lead to a disconnect between the face-to-face and online modes within a blended course. When students do not see the connection between the two modes, they tend to participate less, Diaz says. When faced with constraints, instructors often "end up adding things with really little thought given to the relationship between the online and face-to-face components," Diaz says.
- **Mistake 3: attempting direct conversion from one mode to the other—**Those who are new to blended (or online) course design tend to convert content from the face-to-face classroom without taking into account the differences between the two modes. When instructors try to convert their face-to-face lectures to the online format, the lectures often are less effective. "They don't translate well. They're not effective for students. Students do not [view or listen to lectures], because who wants to sit there and listen? There are too many distractions," Diaz says.

This is not to say that lecture capture, narrated PowerPoint, or other similar content is inappropriate. "I think short lectures that are very topically based are helpful…I think there are still a lot of folks out there who will record an entire lecture. That's not translating, that's just converting," Diaz says.

Recommendations

Diaz offers the following advice for creating a better blended course:

- **Begin with a solid foundation in online learning pedagogy and technical knowledge.** "If you are an experienced online instructor, you are much more likely to produce a much higher-quality blended course because you've been involved in all the technology-mediated types of issues that you would have come across in an online modality. So you're familiar with what can go wrong. You have something you can really build on.

  "Whenever you talk to online instructors who are moving into blended, they say, 'I'm so glad I can do this because there have been these three or four units that I've always struggled doing online, and I would love to do them face-to-face.' They're really eager and have a really good sense of what they want to do in the classroom, which is something that the face-to-face instructor does not necessarily have the benefit of."

- **Use a modular design.** A blended course that is composed of modules or discrete chunks is easier to update as the instructor gains experience and finds ways to make incremental improvements, Diaz says.

- **Integrate the two modes.** "I think when content is properly integrated there's an interdependence between what goes on in the classroom and what goes on online. There needs to be an ahead-of-time accountability measure, such as a quiz, so that when students show up in class or when they show up online you have a way of knowing beforehand. I don't necessarily mean the day before but maybe two or three days before so that you have a chance to intervene," Diaz says. "For instance, if you're going to have some project-based work in your class and you would have had to have spent some time mastering concepts to be able to execute or apply something in the class environment, you ideally would know that a few days in advance. If they're not participating, you have a chance to do something about it.

  "That implies that you're doing higher-stakes work in class than you did before, so students cannot just come and listen to you for an hour because they're going to be doing something. It's less of a transmission model, where the instructor is just lecturing and students are just listening."

PAGE 10 ▸

FROM PAGE 9

- **Get help.** Take advantage of support within your institution even if you are not required to do so. Under the best circumstances you will have the time, compensation, and technical and pedagogical support to help design your blended course. In addition to general faculty development, Diaz recommends seeking a mentor within your discipline to address issues that are specific to your course content.

Rob Kelly is the editor of Online Classroom.

Reprinted from *Online Classroom* (Oct. 2011): 1,3. ●

The Process Approach to Online and Blended Learning

By Rob Kelly

Nate Cottle, professor of human environmental sciences at the University of Central Oklahoma, uses the process approach to learning as delineated by William Horton (2006) in his online and blended courses. Cottle spoke to *Online Classroom* about using this model. "Learning isn't something that has to be confined to the classroom, and so as I teach blended classes, I think the more I can involve the students in learning and the more contexts I can involve them in, the more they're going to learn," he said. "The idea is to get them to slowly digest the information in different ways and to engage in different activities so that by the time the course comes to an end, they can apply the knowledge they have learned. That's the ultimate goal: to get them to be in a state where they can apply the knowledge."

The process model consists of three stages:

- **Absorb—**During this stage, students are gaining basic knowledge. This can include reading a chapter in the textbook.
- **Do—**Students then engage in an activity such as a discussion before the face-to-face session (in the case of a blended course) or a synchronous online session in the case of a totally online course.
- **Connect—**Students apply knowledge to real-world situations.

OC: How do you use this approach in your courses?

Cottle: I use that basic model that Horton laid out, and I like that because the process is gradual, but it's also hierarchical—[students] are moving up. During the absorb stage, they're just trying to get the basic material. In some cases it would be reading the chapter and then doing some type of activity before coming to class. Instead of having them do discussion after class, I've been having them do a discussion before class where they're responding to the material and interacting with their fellow students.

Instead of meeting three times a week, we'll meet once a week, and the content they've already provided allows me then to have something that I can use during the in-class session. This is the do stage, which becomes focused on applying the material. … As people redesign courses, I think the question they have to ask themselves is, "What would I like to do in class but never have time to do?" The blended approach allows someone to do something in class that they may have never thought they would have been able to do because they've got to lecture, they've got to get through the material. And so students do this online lesson and read this book and then answer a question that demonstrates to me that they already know the knowledge and now they can do something with it. In-class activities would be anything like debate, or you can have them do all kinds of different interactions to get them processing the material more and more. It may be that you're giving them a case study, a simulation, or something that they have to be able to apply the knowledge to.

The last stage is the connect stage. That's where I think [the content] is solidified or makes sense to them. I really see that as a reflection, and so what they have to do then is be able to reflect or critique or draw some conclusions about how this material affects their lives or the subject they're studying. The more that I can get students to think about the material and to apply it to different activities before, during, and after class, the more learning takes place. So the goal is to get them to think about it much more than they would by just walking into class and sitting down and saying "Teach me."

OC: Do you find that students need to be prepared for this approach?

They're used to walking into class—maybe having read [or] maybe not—and then having the instructor do every-

PAGE 11 ▸

FROM PAGE 10

thing. It's a big paradigm shift for them to realize, "Not only do I have to do something before I come to class, but I'm responsible for this material. And if I don't know it, then when it comes to these activities I won't be able to do it." So I think it empowers students, and it requires them to be more responsible about reading the book [and] about doing those things they need to do before they come to the classroom.

OC: Do you do this exclusively as a blended approach or also online?

I think it can be done online. … I think it just makes an online class a little bit more synchronous. And in some ways it draws back from the approach, but it certainly is something that you can do.

OC: Would you have synchronous sessions in online courses to simulate what goes on in face-to-face sessions?

Cottle: I think that's a great way to do that. It allows you to come together. And there are more and more technologies out there that allow you to bring a small group together to have a discussion or to [collaborate]. It's tough to schedule. The difference in the two approaches is [that] in one they've already committed to a time, and in the other they're going to have to find a time that fits. As an instructor, I think you have to be more flexible in meeting their needs and providing them different opportunities for that to happen.

OC: What do students tell you about this approach?

Cottle: Some of them say it's more difficult, that [I'm asking them] to do more than other teachers [do]. And then on the back side I get, "I've learned more than I have in any other class." So it is something that challenges them, [and] when they rise to that challenge, they feel rewarded for it. There is some initial push back, but I think in the end students recognize that having to do this is important. After working in a social services setting … a lot of students come back and say, "I was so glad I was able to apply this to a situation because this happened after graduation … [after] getting a job, they're asking me to do these things I've learned in class, so at least I have a starting point to go from." And so it really becomes what we at the University of Central Oklahoma call transformative learning—where you change the person as a result of learning and that person then is prepared for the discipline that they are engaging in in their careers.

OC: From the instructor's or instructional designer's perspective, what is involved in redesigning a course in this manner?

Cottle: I think the first step is to not try to make a blended or online class the same as what you do in a live class. I think you have to start from the learning objectives and ask, "What do I want to accomplish?" Allow yourself to do whatever it may be that will accomplish those learning outcomes in either the blended or online environment. There are things that you can do online that you could never do in a class. There are opportunities and tools out there, and so really to say, "Well let's just take what I do in class and move it online," is somewhat shortsighted. You have to ask, "How will the students be different after this class?" Then ask: "What activities do I need to put together? What readings do I need them to have access to in order to reach that outcome?" When you think about course redesign, it's starting from scratch rather than "This is what I do in a live class; let me just do a little bit of that online." You've got to start and say: "What do they need to know? What do they need to absorb? How can I have them apply it? And how can they connect it?"

OC: Talk about how you will use the process approach in your online courses.

Cottle: I will teach an online course using this approach this fall. We have some things that we can use that are synchronous, such as a chat function and Skype. There are other tools that are out there that allow you to work in that synchronous environment, such as GoTo Meeting. … But I think there are some asynchronous ways as well, such as discussions and wikis that allow you to exchange ideas and respond to one another.

I teach human development, a class I use this approach with a lot. For example, if we're talking about social-emotional development in young children, before class students will read about the key social and emotional theories. An activity we could do online is I could give them a scenario in which they have to respond: a student is at school and is not engaging. As a teacher you are trying to encourage the student to join a group. I might ask: "What sort of things might you say to the child to get [him] to join the group? How would you work with this child who is a little bit developmentally behind? What sort of things might you teach him to be more active socially?"

And then the connect activity could be something they could chat about or everyone writes a paragraph and then synthesize that in a wiki or in a discussion. The connect activity could be: "Think back to your childhood. What were some experiences you had where you were able to do

PAGE 12 ▸

FROM PAGE 11

that? If you had observed yourself what are some things that you would be able to tell yourself to do? How would you structure activities now to include more children? What sort of strategies might you employ?" It's a way of thinking about what the students are going to be doing with this material in their careers and how do I get them to do that now in that online environment?

OC: Are you going to specially say, "We're using this tool for this specific phase"?

Cottle: I think you have to narrow it down, and you have to say, "For this we're going to use the wiki and everyone needs to respond at this time" and then reply to those and get some sort of synthesis from that. Or if it's a chat session, there are so many little ideas that come in that I like to have them be able to process that afterward and put together some type of summary. So you have to think about the tools and how the tool allows you to do certain things and how it might limit you from doing everything.

Reference: Horton, William. (2006). e-Learning by Design. Pfeiffer.

Rob Kelly is the editor of Online Classroom.

Reprinted from *Online Classroom*, 12.6 (2012): 4-5. ●

Expanding the Definition of a Flipped Learning Environment

By Barbi Honeycutt, PhD and Jennifer Garrett

The term flipped classroom has become a hot topic in higher education. Ideas about and opinions about flipped learning environments vary. Some consider it simply another way of talking about student-centered learning. Others view flipped classrooms as the most cutting-edge approach to learning. Still others see flipping as just another fad that will eventually run its course.

The most widely used description of the flipped class is a learning environment in which the activities traditionally completed outside of class as homework are now completed in class during instruction time. And, the activities traditionally completed in class are now completed on students' own time before class. In many definitions and models, this means students watch a video of prerecorded lectures before class. Then, when they arrive to class, they work through assignments or activities with their peers and the instructor.

While that is probably the most familiar idea of the flipped classroom, flipping can mean more than watching videos of lectures. After all, a video of a lecture is still a lecture. One of the essential goals of the flipped classroom is to move beyond the lecture as the primary way to deliver information and structure class time. A well-developed lecture can be effective, but instructors rely on it too heavily and often to the exclusion of other more meaningful teaching and learning strategies. A flipped classroom allows instructors to introduce new ways of doing things. Yet adding something new generally requires letting go of something old. In the flipped classroom, instructors need to let go of their reliance on the lecture and focus on other ways to enhance learning by introducing active learning strategies that put students in the center of the learning experience.

There are other ways to define the flip. It can be described as moving from an instructor-centered learning environment to a student-centered learning environment. It could also be defined as shifting from individual to collaborative strategies. Although, it is possible to flip a class using individual activities such as quizzes, worksheets, reflective writing prompts, and problem solving assignments. The key is to complete these activities during class time.

Flipping may or may not include technology. Bergmann and Sams (2012) explain, "Ultimately, flipping a classroom involves shifting the energy away from the instructor and toward the students and then leveraging educational tools to enhance the learning environment." Keep in mind that educational tools include but are not limited to technology. While videos and other technological tools can be effective in a flipped classroom, they are not required. The true essence of the flip is really to focus on the student.

Bloom's Taxonomy provides the framework for comparing the lecture-centered class to the flipped class. Instructors focus on higher level learning outcomes during class time and lower level outcomes outside of class. This means the flip could be as simple as watching a video before class and then attending class for more in-depth discussions that involve judging, analyzing, and creating. If students work with the fundamental material before class, they are better prepared to apply the information and engage in higher-level discussions with their peers and the instructor.

Another way to think about the flipped classroom is to focus on involving students in the process of learning

PAGE 13 ▸

FROM PAGE 12

during class. Dr. Barbi Honeycutt refers to the FLIP as Focusing on your Learners by Involving them in the Process. After all, flipped classrooms really are student-centered learning environments that incorporate active learning strategies during class time. This allows students to spend time problem solving, creating, critiquing, and synthesizing in class with their peers and with their instructor. Students are more active in flipped environments which add a new level of complexity to the classroom.

Regardless of the definition or framework an instructor uses to design the flipped classroom, the end result is a dynamic learning environment. Flipped classrooms are interactive— sometimes even 'messy'—because students are working together and solving problems rather than sitting passively listening to a lecture. Flipped classrooms are also risky. Instructors relinquish a degree of control when the energy in the classroom shifts to the students. And, some flipped strategies may work while others may not. Instructors using any flipped model need to be aware of these challenges when integrating active learning strategies into their classrooms. However, careful planning can mitigate some of these challenges. For example, starting with a flipped lesson plan helps determine the appropriate tools and most effective strategies which can help instructors maintain control of the flipped classroom and ensure learning outcomes are achieved.

Perhaps one of the best places for instructors to begin is by re-thinking their role in the classroom. Sure, there are mini-lectures that need to be presented, but the majority of class time is spent on active learning. Instructors are not simply thinking about teaching in a different way; they are doing it! They are teaching differently using new approaches, tools, and strategies, and as a result, the lesson planning process and the assessment process will also change.

When planning a flipped lesson, an instructor should begin with the question, "What do the students need to DO to achieve the learning outcome?" This change in perspective will immediately flip the focus of the lesson since the question emphasizes the efforts of the learners, not the instructor. Instructors plan learning experiences based on what the students need to do and not what he or she (the instructor) is going to talk about. The instructor may lecture, but any lectures must be designed to help students accomplish what they need to do with the information or material to achieve desired learning outcomes, not just to disseminate information.

Reference: Bergmann, J. & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day. International Society for Technology in Education.

Barbi Honeycutt, PhD, is the founder of Flip It Consulting and the director of graduate professional development and teaching programs at North Carolina State University. Jennifer Garrett is a freelance writer based in Madison, WI.

Excerpted from "The Flipped Approach to a Learner-Centered Class," (whitepaper). Magna Publications (September 2013) 7-9. ●

"I Don't Like This One Little Bit." Tales from a Flipped Classroom

By Penne Restad, PhD

The Internet flipped learning before instructors did. Want to find out something? Google it. Wikipedia it. Use your laptop or smartphone or iPad. That's where the "answers" are. Some of us initially reacted to this cyber-democratization of information asserting, "This isn't right! The Internet is full of incomplete and simply wrong information." But the challenge to the classroom was more profound. It has raised questions among students and even administrators about the need for face-to-face classrooms at all, as if correct information and unchallenged "opinions" were all that was needed.

We can feel nostalgic for some lost past when students did their work because we assigned it, when we could espouse the importance of "learning for learning's sake," when our place at the lectern elicited deference. While those days, if they ever existed, are gone, the authentic values of the classroom encounter remain.

The state of affairs is disorienting, but it also can be energizing. To confront it, we need to move from implicit understandings of teaching to find explicit ways to put the information revolution at the service of what we know to be our core tasks. We strive to inculcate in our students the methods and values associated with our particular disciplines as well as the knowledge and understanding we seek to glean from information. We seek to create for them the

PAGE 14 ▸

FROM PAGE 13

passions that brought us to our work. We are no longer the sole sources of information and interpretation, but that only underlines the importance of engaging students in the process of critical thinking and interpretation. If we are successful, they will be better prepared for their own successes.

Flipping for Team-Based Learning

There are many wonderfully creative and effective ways to design classes that address this new landscape of learning. Many take advantage of a combination of online and in-class learning—using strategies that have variously been called flipped, blended, hybrid, disruptive, or, by the time this piece is published, some new term. Most aim to incorporate online and out-of-classroom tools (like the old-fashioned reading assignment) more powerfully into the learning process.

My "flipped" American history survey course is structured on a Team-Based Learning (TBL) platform, one that I developed in classes of 80 students but whose methods are scalable. Students prepare for class by reading online materials—sets of primary documents, interpretive pieces, study guides—and writing short online journal responses. This work arms them with at least a passing familiarity with key narratives, interpretations and concepts, and positions them for doing more difficult and interactive work in class.

In class, students gather in permanently assigned teams of six or seven where they discuss, probe, and build upon their recently acquired knowledge guided by templates I have developed. These templates ask students to, for example, rank sources according to their accuracy, or establish the three most important shared values evident in the documents that they read. Their conversations provide the basis for class-wide comparisons and conversations within and across the teams at various moments during class.

Splitting the learning venue between online and the classroom, and shifting the responsibility for learning the basic course information onto the student, alters the instructor's role to that of setting the stage, not being on it. For some teachers, this is no small adjustment, but I've found two tricks to making it work. One, stake one's expertise on assembling the materials and sequence, to "lay down the breadcrumbs," that will allow students to pick up the trail. Two, participate along with the class. Be ready to give a five-minute flash lecture to address a confusion you discovered while circulating through the teams. Challenge one team to defend its conclusions against those of another. Build on the class's insights by making a well-timed observation or summation that furthers the conversation.

Not surprisingly, students can be wary when they walk into such a class. No longer can they sit as passive observers of the learning process. They have to be actively involved, it's more work, and it can be noisy. Since teams are constructed to reflect diverse thinking (a senior chemistry major and a sophomore fine arts major, for example, might end up on the same team), there are often disagreements. Disagreement is encouraged—and investigated. Memorization won't solve anything—let alone ensure a good grade. One student summed it up when he announced at the beginning of the semester, "I don't like this one little bit." Yet learners often find the experience refreshingly challenging, engaging, lively, and thought-provoking. (That same student made a point to let me know at the end of the term that he had a much-improved view of the class and of studying history).

This is a just a brief explanation of one way to flip a class. There are many others. Yet the main elements are the same: 1) The instructor uses technology in some way—YouTube, PowerPoint, lectures, linked sources, etc. —to acquaint students with course concepts and content before they arrive in class. 2) He or she then uses class time to help students gain a deeper understanding of the material.

In the end, the benefits of the flipped approach are considerable. Students take more responsibility for their own learning. Working in class along with a master of the discipline (you), they learn to think more critically, communicate more effectively, and have a greater appreciation for the unique importance and logic of the subject. And they experience at least some of the satisfaction of learning how to think in a new and, in some cases, life-changing way.

Reference:

Michael. Sweet, and Larry K. Michaelsen, eds., Critical Thinking and Engagement: Team-Based Learning in the Social Sciences and Humanities. Sterling, VA: Stylus Publishing, 2012.

Penne Restad, PhD, is a distinguished senior lecturer in the Department of History at the University of Texas at Austin.

Reprinted from *Faculty Focus*, June 22, 2013. ●

Looking for 'Flippable' Moments in Your Class

By Barbi Honeycutt, PhD

"How do you determine what can be flipped?"

With all of this discussion around flipped classrooms, more instructors are asking this question and wondering when and where flipped strategies are best integrated into the learning environment. Certainly, some topics lend themselves more easily to flipped strategies than others, but every lesson plan has the opportunity for at least one "flippable moment." This is the moment during class when you stop talking at your students and "flip" the work to them instead. This is the moment when you allow your students to struggle, ask questions, solve problems, and do the "heavy lifting" required to learn the material.

The Internet, online textbooks, online lectures, MOOCs, and other resources provide access to endless amounts of content, much of it free. Students can discover information on their own and find the answer to a question within a matter of seconds. What they can't always do on their own is analyze, synthesize, and experience the process of engaging in higher levels of critical thinking. This is when they need to do the messy work of learning, evaluating, and critiquing. This also is when they need your structure and guidance, but not your answers. They have to make meaning for themselves. This is a "flippable moment."

So, back to the original question: How do you determine what can be flipped? Here are four locations in your lesson where flipped strategies might be needed:

Flippable Moment #1: Look for confusion.

Ask yourself, "What's the most difficult or challenging part of this lesson?" "Where do I anticipate students' having problems or encountering difficulty?" These are the places in your lesson that would benefit from flipped strategies. Re-think this section of your lesson and design an activity for students to engage in. Maybe they need a video to watch and re-watch several times before and after class to reinforce the main points. Maybe they need a group activity to discuss the material with their peers. Maybe they need more time to practice and test their skills.

If this is a lesson you've taught before, then you probably know where confusion is likely to occur. If you've never taught this lesson before, consider adding a classroom assessment technique to the middle or end of your lesson. This will allow both you and your students to determine where additional work is needed to achieve the learning outcomes.

Flippable Moment #2: Look for the fundamentals.

Ask yourself, "What's the most fundamental, most essential, and most critical part of today's lesson?" "What MUST students know before they can move forward?" Some may argue fundamental knowledge isn't what needs to be flipped, but if this is an essential skill your students need to develop before moving on, then it might be the perfect place to flip your approach. Your challenge is to design multiple learning opportunities and create a variety of opportunities where students can practice, test, and reinforce their knowledge to ensure mastery.

Flippable Moment #3: Look at your extra credit question.

Ask yourself, "What makes this an extra credit question?" "How could I turn this extra credit question into an activity or project for all of the students?" Extra credit questions are often designed to test the next level of thinking by moving students beyond memorization or comprehension, and therefore they can provide the perfect opportunity to flip your lesson. An extra credit question might encourage students to analyze, synthesize, and create alternative models or hypotheses. Students who think they know the answer will go for it just to show you how much they know (and to get a few bonus points, of course). That's the moment when your students are motivated and curious. Motivation and curiosity are cornerstones for learning, and you can leverage that energy by using the extra credit question as a place to flip your lesson.

Flippable Moment #4: Look for boredom.

Ask yourself, "Are the students bored?" "Am I bored?" Boredom will destroy a learning environment. When you come to a point in your lesson or course when boredom strikes, it's time to flip your approach. Design a task for your students to DO. Instead of continuing to lecture to them, take an actively passive approach and step to the side. Put them in pairs or groups. Pose a challenge. Allow them to design or evaluate something. Give them the space to struggle, practice, and imagine "what if?" so they are challenged and inspired. That's the power of the flip.

When you sit down to plan your lesson, always begin by asking yourself, "What should students DO to achieve the learning outcomes for this lesson?" To learn what you know now as an instructor, you had to do the "heavy lifting" yourself. You had to analyze, reflect, and evaluate. You had

PAGE 16 ▸

FROM PAGE 15

to make meaning for yourself. Now it's your students' turn. Flip it to them.

Barbi Honeycutt, PhD, is the founder of Flip It Consulting and the director of graduate professional development and teaching programs at North Carolina State University.

Reprinted from *Faculty Focus*, March 25, 2013. ●

The Flipped Classroom: Tips for Integrating Moments of Reflection

By Barbi Honeycutt, PhD and Sarah Egan Warren

"Students in inverted classrooms need to have more space to reflect on their learning activities so that they can make necessary connections to course content" (Strayer, 2012).

If you were to observe a flipped classroom, what do you think would it look like? Maybe students are working in groups. Maybe each group is working on a different problem. Maybe the instructor is walking around the room talking with each group and checking on the students' progress. And each group of students is probably asking a different question each time the instructor walks by. It's probably noisy since everyone is talking to each other or engaged in a task. And students are probably standing up or leaning in towards one another to hear their group members talk about the next task. Students might be writing in a workbook, typing on their laptops, or watching a video on the screen of some new technological device.

The flipped classroom is a busy, collaborative, and social place. We could say it's a place where extroversion, collaboration, and teamwork are highly valued.

But what does this mean for students who don't excel in this collaborative space? What does it mean if we're always focused on the doing?

In the flipped classroom, the instructor's challenge is to design learning experiences that engage students in higher level thinking and problem solving during the class time. It's about creating, evaluating, synthesizing, and analyzing together.

But, are we missing a whole segment of our student population and minimizing the importance of reflective engagement in favor of active engagement by only defining the flip in terms of collaborative learning?

Other scholars have explored these questions from different perspectives, all in an effort to learn more about how to increase student success, engagement, and learning. Felder and Silverman (1988) addressed it in their work with learning styles and learning preferences. Bonwell and Sutherland (1996) discussed it in their model based on the active learning continuum. Chesborough (1999) examined it in the context of the Myers-Briggs Personality Inventory (MBTI). And more recently, Monahan (2013) addressed it her *Faculty Focus* article titled, "Keeping Introverts in Mind in Your Active Learning Classroom." Monahan has certainly touched on a topic of high interest to the *Faculty Focus* community, which prompted us to think about how this relates to the flipped classroom. When we submitted this article for publication, Monahan's article had 132 tweets, 226 likes on Facebook, and 64 shares and pins through LinkedIn, Pinterest, and Google + . Those are impressive numbers for our community. It seems many of us are looking for ways to ensure all of our students are successful and feel valued in our classrooms.

There are numerous inventories and assessments for identifying how students' personalities, learning styles, and intelligences can inform the design of learning experiences. No matter your stance on these assessments, most of us are familiar with the language of extrovert and introvert. The MBTI, The Big Five, and the Strong-Campbell Interest Inventory all use this common vocabulary of extroversion and introversion. The vocabulary is the basis for the New York Times bestseller, Quiet: The Power of Introverts in a World that Can't Stop Talking, and there are more than 1,200 books on Amazon dedicated to the introvert/extrovert terminology. The introvert/extrovert is a powerful way to think about the design of our learning environments.

So what does this mean for the flipped class?

Many flipped learning strategies seem to favor the extrovert (leading a class discussion, brainstorming as a group, engaging in small group conversations, playing games, creating models, recording a video, solving problems, etc.). All of these strategies require interacting, socializing, and working collaboratively. While extroverts may thrive in these situations, drawbacks exist. As Cain (2012) explains, "The New Groupthink elevates teamwork above all else. It insists that creativity and intellectual

PAGE 17 ▸

FROM PAGE 16

achievement come from a gregarious place. It has many powerful advocates" (p. 75). However, are we missing valuable contributions from students who don't speak up or thrive in these highly interactive situations? Cain (2012) continues, "Introverts prefer to work independently, and solitude can be a catalyst to innovation" (p. 74). Some of the best ideas may come from a student who worked on a creative task by himself/herself but didn't share it with his/her group. If we never give the students an opportunity to reflect or work individually in the flipped space, then we're doing a disservice to both introverts and extroverts. All students benefit from reflection, not just introverts. Reflection allows students time to pause, think, make connections, and work through an idea before others have any input or criticism.

If we refer back to the opening quote from Strayer (2012), the question we should be asking ourselves is, "How do we create the reflective space in the flipped learning environment?" Asking the question in this way puts this emphasis on the reflection, and reflection is a skill all learners need, especially in active learning environments and flipped classrooms. Asking the question in this way also encourages us to look carefully at how we design our time in class with our students. Simply moving all of the reflective activities outside of class time isn't addressing the needs of our students.

So, what can we do? To start the conversation, here are three strategies to integrate reflection into the flipped classroom:

1. **Think, Write, Share.** Similar to the popular "Think, Pair, Share" strategy many of us use in our classes, this strategy adds more time for individual work and reflection. Ask students to think about a question or problem first. After a few minutes, give students time to write, map, or draw their ideas. Then allow time for sharing in pairs, small groups, or among the whole class.
2. **Writing Prompts.** Begin class with a writing prompt based on the higher levels of Bloom's Taxonomy. Give students a chunk of time to create a draft, interpret a finding, analyze these two author's points of view, etc. before class begins. Alternatively, if you assigned the writing prompt for homework, then allow students time in the beginning of class to re-read it and make edits before sharing.
3. **SWOT Analysis.** Give each student a piece of paper (or access to a laptop or other technological tool). Ask students to conduct a SWOT analysis based on the some part of the content. A SWOT analysis is a method for identifying and analyzing the Strengths, Weaknesses, Opportunities, and Threats. You could assign students one piece of the analysis if you have limited time.

By integrating moments of reflection into the flipped classroom, we can create a learning environment that both challenges and supports all learners and ultimately allow opportunities for all students to engage in both active and reflective experiences. We're not trying to change our students' ways of interacting with the world. As Monahan said, "Our goal is not to turn introverts into extroverts, or vice versa, but to maximize learning for all students." We've shared three strategies for reflection to start the conversation. Do you have other ideas to share?

References:

Bonwell, C. & Sutherland, T. (1996). The active learning continuum: Choosing activities to engage students in the classroom. *New Directions for Teaching and Learning. no. 67*. Jossey-Bass.

Cain, S. (2012). *The power of introverts in a world that can't stop talking. Crown:* New York.

Chesborough, S. (February 1999). Do social work students learn differently? MBTI implications for teaching that address social work students' current learning styles. *Journal of Psychological Type.* 69(2), 23-41. Center for Psychological Type, Inc.

Felder, R. & Silverman, L. (1988). Learning and teaching styles in engineering education. *Engineering Education,* 78(7), 674-681.

Monahan, N. (October 28, 2013). *Keeping introverts in mind in your active learning class. Faculty Focus. Magna Publications.* Available online. http://www.facultyfocus.com/articles/teaching-and-learning/keeping-introverts-in-mind-in-your-active-learning-classroom/

Strayer, J. F. (2012). How learning in an inverted classroom influences cooperation, innovation and task orientation. Learning Environments Research, 15(2), 171-193.

Barbi Honeycutt, PhD, is the founder of Flip It Consulting and the director of graduate professional development and teaching programs at North Carolina State University. Sarah Egan Warren is a Flip It associate and the assistant director of the Professional Writing Program at North Carolina State University.

Reprinted from *Faculty Focus*, Feb. 17, 2014. ●

Survey Confirms Growth of the Flipped Classroom

By Mary Bart

A survey conducted by the Center for Digital Education and Sonic Foundry found that 29 percent of faculty are currently using the flipped classroom model of instruction, with another 27 percent saying they plan to use it within the next 12 months.

Findings for the survey revealed:

- The top factors driving U.S. colleges to embrace flipped classrooms include: the ability to provide a better learning experience for students, greater availability of technologies that support the model and positive results from initial trials.
- Among those employing it already, 57 percent of faculty agree that their flipped classroom is "extremely successful" or "successful", citing key student benefits of "improved mastery of information" and "improved retention of information", at 81 percent and 80 percent of responses respectively.

Among the biggest challenges with flipped classrooms reported in the survey are the need for professional development to support the model and the amount of time it takes to create course content or reformat existing content. In fact:

- 75 percent of faculty indicates that preparing for a flipped classroom takes more time than a traditional class.
- Despite this, the overwhelming majority – 83 percent of faculty – "strongly agree" or "agree" that the model has positively impacted their attitude towards teaching.
- Another 86 percent "strongly agree" or "agree" that student attitudes have also improved since adopting the flipped classroom.

"Based upon my experience, the benefits of the flipped classroom model far outweigh the challenges, and I've seen the difficulties associated with implementing the model decrease over time as efficiencies are realized," said Ralph Welsh, lecturer, Clemson University. "It has also allowed me to tailor my classroom time more toward answering specific student questions and discussing the material at a more applied higher level of thinking."

Additional highlights from the survey include:

- The greatest faculty advantages reported are: "more classroom activity/discussion/collaboration", the "ability to adjust instruction styles on a per student basis", and "better student performance/grades".
- While "business/economics", "natural sciences" and "engineering" ranked as the disciplines most suitable for the flipped classroom mode, more than one-fourth of respondents – 26 percent – indicate that they plan to use flipped classrooms across all disciplines.
- 69 percent agree that the ideal classroom size for the model is 11-30 students.
- More than half (51 percent) of faculty record their own video content for their flipped classroom.

"Based on both our research and actual use cases, the flipped classroom model is critical in shifting our educational approach from a passive one to an active one that better prepares college students for their careers ahead by engaging them in the material," says Joe Morris, Director of Research and Analysis, Center for Digital Education. "Flipping classrooms is at the center of today's blending learning approach, and is one that makes best use of both faculty and student time when deployed effectively."

Survey methodology:

The Center for Digital Education conducted a survey of higher education faculty members to better understand flipped classroom adoption. In total, 309 responses were collected from the members of the Education Exchange, in an online survey during August to October 2013.

While the results from this survey cannot be projected upon the entire population, the results are reflective of those who are members of the Center for Digital Education's Education Exchange with a maximum sampling error in this survey of +/- 5.6 percentage points at 95% confidence.

Mary Bart is the editor of Faculty Focus.

Reprinted from *Faculty Focus*, November 20, 2013. ●

Can Your Flip an Online Class?

By Barbi Honeycutt, PhD and Sarah Glova

We recently asked a group of teaching assistants, "How do you think today's college classroom is different than when you were an undergraduate student? What is the most significant change you've noticed?"

The number one answer? Technology.

This is not a surprise. What's most interesting is that many of these graduate students were undergraduates just a few years ago, yet they still see technology as the most significant change in the college classroom. Why? Shouldn't our students be used to it by now? Shouldn't we? Either technology is changing so rapidly that we always see it as "new," or we're still struggling to integrate technology effectively and seamlessly into the learning experience. Or maybe it's both.

Many have argued that education seems to be 'the last frontier' for technological disruption (Blin & Munro, 2008; Christensen, C., Aaron, & Clark, 2002; Christensen, 2002; Magid, L., 2013). Is it because the culture of education is resistant to change? Are we waiting for research to show how this change influences learning? Are we receiving the support we need to implement technology effectively? Are we concerned about the automatization of education? Do we struggle to use today's technology because most of it wasn't available when we were students? Are we seeing technology as a barrier between the students and us?

The answer to these questions is most likely some degree of "Yes." We know the challenges and benefits of teaching and learning with technology. But we also know there's something special about the learning experiences we share with our students in the face-to-face classroom. The face-to-face learning experience just can't be replicated, yet many of us keep trying to recreate it with technology.

But maybe that's the wrong approach. Perhaps we shouldn't try to "replicate" those face-to-face learning experiences. Instead, we should try to find the technological tools that allow us to adapt the strategies we use in our face-to-face classes to engage with and connect to our students in the online environment, just in a different way.

One way to address this is to apply the flipped philosophy to the online classroom. The flipped classroom model can help us design more interactive and engaging online learning experiences, and online classes can help us expand on what it means to flip. Certainly there is something to learn by combining these two conversations.

During the past two years, the flipped classroom has been defined as reversing what happens "in" and "out" of the classroom. Some scholars define the flip even more specifically as reversing homework and lectures where students watch videos of lectures for homework "out of class" and then engage in problem-solving and analysis "in class".

But what happens when we apply this flipped model to an online class? The "in" class and "out of class" terminology doesn't work. In the online class, what exactly is "class time" and what is "before class time"? If the definition of the flipped classroom always distinguishes between "in class" and "out of class", how can we apply the flipped approach to an online class? This is why we need to expand the definition of the flip.

In our work, we continue to push the conversations toward more comprehensive definitions of the flip. At its core, the flip means shifting the focus from the instructor to the students. You can do this by inverting the design of the course so students engage in activities, apply concepts, and focus on higher-level learning outcomes (Honeycutt & Garrett, 2013). Using this definition, the flip moves away from being defined as only something that happens in class vs. out of class. Instead, we focus on what are students doing to construct knowledge, connect with others, and engage in higher levels of critical thinking and analysis. This applies to both the online and face-to-face environment. The real flip is not about where activities take place—it's about flipping the focus from you to your students.

Using this expanded definition, what flipped strategies could we integrate into an online class? Here are three flipped strategies to start the conversation:

1. **Create a scavenger hunt.** During the first week of class, create a scavenger hunt with your course web site. Ask students to locate important information, announcements, and deadlines. Offer an incentive for the first one to submit the completed scavenger hunt activity. Incentives may include the first choice on presentation topics, the chance to drop a low quiz grade, or the opportunity to gain an extra credit point on the final project.

PAGE 20 ▸

FROM PAGE 19

Why it works: Students are actively locating information and constructing their own mental models of the course rather than just reading the course web site or listening to a video as you describe the structure and organization of the course.

2. **Create a hashtag just for your course.** Encourage students to use this hashtag if they find course-related items in different social media spaces or elsewhere on the web. Make sure the hashtag is unique to your course. Consider reviewing the posts and then sharing an item a week with the entire class.

   Why it works: Students are actively contributing to the conversation by sharing resources and information they find rather than just reviewing the content you have collected.

3. **Develop a low stakes assignment to encourage self-reflection and analysis.** Ask students to reflect on their own learning styles or personality in the online environment before beginning the semester. Encouraging students to think about this actively might help them to prepare for the online environment as they analyze their strengths, weaknesses, challenges, etc. Supplement this activity by making it a private forum requirement, then post a global response to students afterward with suggestions on how to succeed in the online environment.

   Why it works: Students are asked to analyze and evaluate their strengths and weaknesses in regards to a course, activity, or assignment. This can help build students' capacity to advance towards higher levels of critical thinking.

These are flipped strategies because they shift the focus from the instructor to the students; they encourage active participation from students rather than passive observation; and, they engage students on a higher level by encouraging creativity and evaluation rather than basic knowledge recall. Most importantly, they all work in an online environment.

Whether a course is entirely face-to-face, entirely online, or a blend of the two, we can create student-centered learning experiences in our online environments by finding "flippable" moments in the digital space. Along the way we may discover that technology can encourage engagement and learning in ways the face-to-face classroom can't. When we teach with technology, and when our students learn using technology, it doesn't have to reduce engagement. We have the power to do the opposite.

Resources:

Blin, F. & Munro, M, (2008). Why hasn't technology disrupted academics' teaching practices? Understanding resistance to change through the lens of activity theory. *Computers and Education. Vol. 50, Issue 2*. pp. 475-490.

Christensen, C. (2002). Improving higher education through disruption. Forum Futures. Available online: http://www.educause.edu/ir/library/pdf/ffp0201s.pdf

Christensen, C., Aaron, S., & Clark, W. (2002). Disruption in education. In M. Devlin, R. Larson, & J. Meyerson (Eds.). *The internet and the university: forum 2001*. Available online from Educause. https://www.educause.edu/ir/library/pdf/ffpiu013.pdf

Honeycutt, B. & Garrett, J. (September 2013). The flipped approach to a learner-centered class. (whitepaper). Magna Publications.

Honeycutt, B. & Glova, S. (2013). 101 Ways to Flip Your Online Class. Flip It Consulting & Reify Media. Raleigh, NC.

Magid, L. (February 26, 2013). Can technology disrupt education? Forbes. Available online.

http://www.forbes.com/sites/larrymagid/2013/02/26/can-technology-disrupt-education/

Barbi Honeycutt, PhD is the founder of Flip It Consulting and the director of graduate professional development and teaching programs at North Carolina State University. Sarah Glova is a lecturer in the Professional Writing Program at North Carolina State University. ●

Magna Publications, Inc.
2718 Dryden Drive
Madison, Wisconsin 53704
USA

www.magnapubs.com