Mar 25th, 2:00 PM - 2:45 PM

Implementing a Flipped Classroom Model in Nine University Courses

David P. Christianson
Abilene Christian University, christianson@acu.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Christianson, David P., "Implementing a Flipped Classroom Model in Nine University Courses" (2015). SoTL Commons Conference. 156.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/156

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
## Day 1 Flipping Agenda

### Before Day 1

**Trainers Need:**
- Chart paper and markers
- Video/Internet presentation capabilities
- Business cards, playing cards, poker chips, or other tokens for Talking Chips

**Participants Need:**
- A syllabus and course schedule for the class they plan to flip.
- Mobile device (if using this for media production)
- Laptop

### 9:00

Welcome, introduction to trainers, logistics explanations.

**Group Résumés (ALS 3)**
Divide participants into groups of 2-6, depending on the size of your group (4-6 is better than 2-3 if you have a large number of participants).

Tell participants they have a wealth of experience and that one way they can share that experience is by composing a few Group Résumés on chart paper. Each résumé should include:
- Team Name (in place of an individual name on a résumé)
- Areas of Specialty
- Years of Experience (In the Field) (In Academia)
- Technology Skills (This is a good way for you to find out what you’re dealing with.)
- High School Job (just for fun)

Invite each group to present its résumé and celebrate the resources they bring today.

### 9:30

Each participant describes why she or he wants to flip a class in 3 minutes or less. (Do this in the résumé groups if you have more participants than can speak in 20 minutes.)

### 9:50

**An Outsider’s View: ”What a ‘Flipped’ Classroom Looks Like” (7:41)**
https://youtu.be/C0aWBcnB4vs

Explain that this is a PBS NewsHour report on flipped classrooms and is an outsider’s view, but not the view they will have at the end of this process. By the end of this process, they will have planned and taught a course using the flipped model.

### 10:00

**Transition: Let’s Begin with the End in Mind. What will students learn?**

“Turn to the student learning objectives in your syllabi. Take a moment to reacquaint yourself with them.”

“What will exemplify mastery of those objectives? How would you like students to express such mastery? Is it a paper? A video? Answering a question set? Don’t worry about how you’ve assessed that in the past. Think about what it actually looks like in real life. Write down some quick thoughts.”

Allow a few minutes for the participants to write.

“Now let’s begin planning how you will help students reach mastery.”

### 10:15

Play **SAMR Model** video (2:00)
http://goo.gl/Tn7lNQ

Discuss the implications of the SAMR model in relation to flipping a class. In four groups (or 4 sections of multiple groups) discuss how flipping is:
- Substitution
- Augmentation
- Modification
- Redefinition

Each small group (or section) explains to the whole group how flipping can fit into each level of SAMR, depending on their implementation.

Copyright 2015, David Paul Christianson
<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| **10:45** | **Flipping Physics Video**, or, “Showing the Differences between a Traditional and a Flipped Classroom” (6:51)  
http://goo.gl/D7clqK  
Have participants pair up and discuss their reactions to this view of a flipped classroom. Then select a few participants to share what they discussed. |
| **11:00** | **Castle Top Model**  
Have participants sketch out current/prior model for their courses (individual activity).  
Break as process finishes, lunch at 11:30 |
| **11:30** | **Lunch** and **Discussion of Role Differences - CoLT 4, Talking Chips**  
Small groups of 3-4, 2 sections.  
Each participant gets 3 cards (or chips, coins, or other tokens) allowing that many chances to contribute to the chart. Each group member must use all 3 tokens, and cannot make more than 3 contributions.  
Group 1 explores current and changing roles of instructors using a T chart. (chart paper)  
Group 2 explores current and changing roles of students using a T chart. (chart paper)  
After lunch, each group walks the room and makes additions to the other charts. |
| **12:30** | **Break, Choose Active Learning resource books**  
If participants have not already chosen active learning resource books and there is time to order them, let them make these selections now.  
We made available  
| **12:40** | **Email 72 Tips for Using Media to Engage and Teach** to participants. Have them scan through and discuss the tips that stick out to them. Download it at  
http://www.elearningguild.com/publications/index.cfm?id=39 |
| **1:00** | **Richard Mayer’s - 12 Principles of Multimedia Design**  
Create a handout featuring each of the 12 principles with room for note-taking.  
Lecture with a slideshow that demonstrates the 12 principles. No cheating. |
| **2:00** | **Intro to Media Projects** for the afternoon.  
Show your own Adobe Voice recording.  
Show your own lecture video.  
Play your own lecture audio. |
| **2:15** | **Media Groups - Return to Resume Groups from earlier in the day.** (Or group participants into pairs if time and resources allow.) Have 3 sections, drawn randomly or according to your resources. Each group will rotate to each media production station so everyone gets a chance to produce one of each type.  
*Adobe Voice* : What else do you need to learn in order to flip your class?  
*Lecture Video* : Compare and contrast your traditional class with your flipped classroom.  
*Lecture Audio* : Give voice your vision - what will your class look like when it’s flipped? |
| **3:15** | Share media projects, Each group chooses 1 to share. |
| **4:00** | Go home. It’s been a long day. |

* Alternatives to Adobe Voice are ShadowPuppet and Explain Everything.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 9:00 | Welcome, introduction to trainers, logistics explanations.  
GLP Walk (Grateful, Learned, Promise) (Jensen, 2003)  
Have participants pair up. One method to do this is have everyone stand up, take 4 steps (or 8, 9, 13, depending on the size of the room and number of participants), and pair up with the person closest to them.  
Have each pair take a walk together. Designate a path (such as around the building) that will bring them right back to the room and take about 5 minutes. On this walk, they should each share something for which they feel grateful (no limits), something they learned from Day 1, and something they promise for today (a goal).  
When everyone has returned, have volunteers share what their partners said. This serves as a positive update, review, and goal setting activity for all.  
Then, share the goals for the workshop today by giving your GLP. |
| 9:15 | Teaching Goals Inventory (Angelo & Cross, 1993)  
Have a copy of Angelo & Cross’s Teaching Goals Inventory (TGI) for each participant to complete and score. Explain that the purpose of this inventory is to help them identify their teaching goals beyond the course objectives. This insight will be important as they determine how they will assess their course objectives, and may help them think of new or different ways to make those assessments. |
| 9:45 | Formative Assessment - How do you assess if students are ‘getting it’ while they are working and interacting?  
- Low-stakes quizzes  
- Listening in to group conversations, waiting to see if peer interaction irons out any mistakes, stepping in when needed.  
- Think like a coach - give directions, watch, listen, and intervene when necessary.  
“*You can make adjustments not just on how you’re delivering information / conducting activities, but also on students’ learning tactics.*”  
Jigsaw Groups (Choose from CATs 3, 6, 7, 13, 23, 25, 28)  
Based on the number of participants you have, determine the first and second tier groups you can form for Jigsaw Groups (CoLT 11). Have each group discuss one or two of the CATs (all groups should discuss different ones), then prepare to share them with the jigsaw groups. |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45</td>
<td><strong>Free-Range Assignments</strong>&lt;br&gt;Criterion-based assignments rather than product-based assignments.&lt;br&gt;Built on principles from <em>How Learning Works</em> and principles of Universal Design.&lt;br&gt;Focus on grading the learning objectives with your criteria rather than the medium representing the learning.&lt;br&gt;Allow multiple forms of expression based on students’ choices. Submissions might include videos, photo albums, digital stories, Prezis, or a traditional paper for those most comfortable with that medium.&lt;br&gt;Don’t grade for creativity of presentation. Grade for meeting course objectives and professionalism of presentation.&lt;br&gt;Show examples and have participants share examples.</td>
</tr>
<tr>
<td>11:30</td>
<td><strong>Muddiest Point</strong>&lt;br&gt;Have participants write down what the muddiest point, or most confusing point, is for them about assessment. Then have them pair up (by a method of your choosing) and discuss each others’ muddiest points. When they have completed their discussions, they can break.</td>
</tr>
<tr>
<td>12:00</td>
<td><strong>Lunch</strong>&lt;br&gt;Discuss and <strong>assess your assessments</strong>. Do you think you need to change them? Do they measure what you want to measure? Are they appropriate for a flipped class? Do you enjoy grading them?</td>
</tr>
<tr>
<td>12:45</td>
<td><strong>Break</strong></td>
</tr>
<tr>
<td>1:00</td>
<td><strong>Show What You Know:</strong>&lt;br&gt;Each share one active learning strategy you have used or are familiar with. Describe how it went.&lt;br&gt;(Depending on the size of the whole group, this may work best in small groups.)</td>
</tr>
<tr>
<td>1:15</td>
<td>Hand out books, form <strong>book-based groups</strong>. That is, each participant in each small group should be using the same resource book.&lt;br&gt;Do CoLT 19, <strong>Affinity Grouping</strong>&lt;br&gt;Read description out loud to the whole group. You need sticky notes for each group to break down how their books work (i.e. organization, front matter, types of activities, etc.). Have them arrange the cards on a piece of chart paper to explain how their book works.</td>
</tr>
<tr>
<td>1:35</td>
<td>Do ALS 56, <strong>Poster Session</strong>. Have group members count off by ones, then pair up with the matching number in the other group. Their goal is to share the graphic representation of their book with this individual, explain it to them, and sell them on why they should also have this book.</td>
</tr>
<tr>
<td>1:45</td>
<td><strong>Choosing active learning strategies:</strong>&lt;br&gt;Have participants get out their TGI and their syllabi. These are the first things to consider when choosing a strategy. “What is it that we want students to be able to do/understand/think/believe/feel by day’s end?”&lt;br&gt;Questions to consider when choosing an activity:&lt;br&gt;• Is there a right answer to this, or are there multiple solutions?&lt;br&gt;• Is the purpose to create, criticize, recall?&lt;br&gt;• How will students be assessed on this? What will be acceptable evidence that they have met the competency or objective?&lt;br&gt;• What others do you have?&lt;br&gt;Whatever you choose, make sure it is purposeful and that purpose is clear.</td>
</tr>
</tbody>
</table>
### Day 2 Flipping Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:15</td>
<td>Classroom Arrangement (Book groups)</td>
<td>Think ahead - what classroom will you be in? Sketch it out. Share your classroom with your book group. Discuss in each what problems you might encounter and how you would overcome or get around those. Given the arrangement of your classroom, what types of activity grouping will be best: fixed, random, or multiple? Given the arrangement of your classroom, will pairs be feasible? Given the arrangement of your classroom, what types of activities will be ideal?</td>
</tr>
<tr>
<td>2:45</td>
<td>Grouping Strategies (Book groups)</td>
<td>Have participants read the “Organizing Groups/Teams Effectively” section of Barbara Millis’s IDEA Paper, “Enhancing Learning - and More! - Through Cooperative Learning.” <a href="http://goo.gl/IinyMg">http://goo.gl/IinyMg</a> Have participants discuss in their book groups the following questions: - Homogeneous or Heterogenous? - Fixed teams or random assignments? - How will you get to know your students in order to assign them to groups?</td>
</tr>
<tr>
<td>3:00</td>
<td>Classroom Management</td>
<td>Having an active class means having to manage the activity. In your book groups, discuss the following and write down a plan for classroom management in your course. - Ground rules - Group roles - Clear instructions - Time management - Disciplinary issues - Participation grades - Other considerations?</td>
</tr>
<tr>
<td>3:30</td>
<td>ALS 5, TV Commercial</td>
<td>Count off by 3’s. (If you need to have 1 group of 4 or 2 groups of 2, it may be better to have 2 groups of 2. In groups of 3, make 30 second commercial to advertise using the flipped classroom model. This should be produced using one of the three technologies learned in the prior session.</td>
</tr>
<tr>
<td>4:00</td>
<td>Go forth and flip.</td>
<td></td>
</tr>
</tbody>
</table>

### Works Cited:


### Abbreviations:

CoLT - Collaborative Learning Technique  
SAMR - Substitution, Augmentation, Modification, Redefinition  
CAT - Classroom Assessment Technique  
ALS - Active Learning Strategies

---

Copyright 2015, David Paul Christianson