Flipped at NCC

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New President, New Directives: Over the next three years, faculty will be implementing new models to enhance student learning.

Goal: 60% of courses at NCC will be Flipped by Spring 2016
Questions

1. What does it mean to be flipped?
2. How many faculty are already flipping?
3. What does the goal mean? Can we meet it?
4. *Does Flipping Increase Student Learning?
5. Where do we start?
Answer

Let’s create a “Flipped Task Force” to report back at the end of the Spring Semester
What is an NCC Flipped Classroom?

A flipped classroom is a model of teaching in which students learn instructor selected course content outside of class, utilizing digital learning materials and/or pre-recorded video lectures to reduce in-class “Sage on the Stage” lectures, increase instructor-guided activities, and embed increased opportunities for formative assessment.
The flipped model is a “Learner-Centered” teaching approach requiring preparation of four components:

- Starting with a **Learning Objective** for the flipped assignment
- Organizing **Prior-to-Class** Activities
- Administering **In-Class** Activities
- Closing by **Assessment** of those **Learning Objectives**

• (Our Flipped model always contains an assessment- formative or summative)
Who Was Already Flipping? We took a survey.

- Accounting professor – 3 years
- Psychology professor – CTL Fellowship
- Nursing Professors – flipping modules
- Education Professors – flipping courses
- Other professors – flipping lessons
- A number of professors who assigned pre-class work like “Read the Chapter before coming to class…..”
A Goal of 60%, Really?

Challenges
• Over 50% adjuncts
• Many full time faculty weren’t interested
• Varying degrees of technology available
• No Master Courses, and little supporting data

Solution:
Courses will be counted as flipped if at least one section of the course is flipped. (At least one of the sections will count the course as being flipped.)
FUNDAMENTAL TECHNIQUES OF FLIPPED MODEL CLASSROOM

Determining what kinds of course, chapter, or learning unit outcomes are best suited to the flipped approach

• **Break down** your course learning objectives into smaller “day-to-day” objectives. A “flipped lesson” planned is implemented one class at a time.

• **Decide** which smaller objective is **best suited** for a **flipped lesson**. Basic levels of engagement illustrated on the pyramid such as “Remember” and “Understand” occur prior to class. Goals to “Apply,” “Analyze,” “Evaluate,” and / or “Create” occur in class.

• **Determine** how the learning objective will be assessed prior to, during and after class time. (For example by a written assignment or a quiz)

*See Handout*

*Bloom's Taxonomy*
Characteristic advantages of a “flipped model” classroom:

- Capitalizes on critical thinking
- Uses technology to increase effectiveness of course materials
- Increases student engagement
- Provides flexibility in learning
- Reinforces and expands opportunities for knowledge acquisition
- Expands group work
- Changes classroom layout and design
- Strengthens active learning
- Supports multiple learning styles
- Offers 24/7 access to learning materials
• **Break down** your course learning objectives into **smaller “day-to-day” objectives**. A “flipped lesson” planned is implemented one class at a time.

• **Decide** which **smaller objective** is **best suited** for a **flipped lesson**. Basic levels of engagement illustrated on the pyramid such as “Remember” and “Understand” occur prior to class. Goals to “Apply,” “Analyze,” “Evaluate,” and / or “Create” occur in class.

• **Determine how the learning objective will be assessed** prior to, during and after class time. (For example by a written assignment or a quiz)
FOUR STEPS TO “FLIP” A CLASSROOM

1. Student Exposure to Content Prior to Class
2. Learning Activity Assigned to Prepare for Class
3. Assess Student Understanding
4. In-class Activities that Focus on Higher Level Learning Domains

Don’t get hung up with the technology. It is this last step of in class activity that is crucial to the process of student comprehension.
Your Turn
Flipped Assignment – Worksheet

Course:

Instructor:

Lesson or Concept:

1. Students’ first exposure to content prior to class. Please be specific about how this uses technology, if applicable.

2. Learning activity or formative assessment students will complete prior to class to prepare for in-class activities. Please be specific about how this uses technology, if applicable.

3. In-class activities aimed at higher level critical thinking, such as applying, analyzing, evaluating, and creating

4. Method(s) of assessing student understanding during and/or after class
Let’s Share
Making “Flippable” Lessons – Starting Big

• Begin with your Course Outcomes – Global ideas
• Make a commitment to Flip you Entire Class
• Create assignments to be completed outside of class.
• Include an Assessment before coming to class or at the beginning of class or both. (Technology is a big help here.)
• Use the class time to critically analyze the material, do group discussions, group projects, etc......
• First course is difficult.
Observation of Large Scale Flipping

• Students aren’t prepared to handle their first flipped class
• Students do not schedule enough study time outside of class time to sufficiently complete the work. Read Chapter do a 25 MC question quiz (open book).
• Students will attend class even if they did not do the work.
• Class time is devoted to activities based on reading, reflection and application.
• Many students still expect you to do a lecture.
• Students may feel that they can complete the course without coming to class if they do the quiz and additional assignments. (They are teaching themselves.)
So now you are ready to flip...

• Define flipping for yourself - a class or a course?
• Read, research and decide what will work for you and your students
• Select engaging activities to enhance learning
• Remind students what is expected and teach time organizational skills
• Stretch a little bit out of your comfort zone
• Learn and have fun with your students
• Use technology to make work more efficient
Benefits

Your classes will become more challenging, engaging, and reflective.

Cautions

Give yourself and your students time to learn how to flip.
Questions?
Resources


Learning Object Repositories
- NWMSU Center for Information Technology in Education ([http://cite.nwmissouri.edu/nworc/](http://cite.nwmissouri.edu/nworc/))
- MERLOT ([http://www.merlot.org](http://www.merlot.org))
- Wisc-Online Learning Object Repository ([http://www.wisc-online.com](http://www.wisc-online.com))
- Campus Alberta Repository of Educational Objects ([http://www.careo.org](http://www.careo.org))
- EOE ([http://www.eoe.org](http://www.eoe.org))
- NMC Listing of Repositories ([http://www.nmc.org](http://www.nmc.org))
- ExploreLearning Gizmos ([http://www.explorelarning.com](http://www.explorelarning.com))