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The "Flipped" Classroom

Anthony Jovanis
Customer Success Advocate

Anthony.jovanis@blackboard.com

A quick poll…

How would you describe your familiarity with the concept of the "flipped" or "inverted" classroom?

- Never heard of it

- I've heard of it, but am not sure what it looks like or how I would use that approach

- I am familiar with the concept and how it might be accomplished in a course like mine, but I haven't tried it

- I have flipped a lesson or two, but not a whole course

- I am an avid flipper, I have flipped one or more whole courses

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The task before us: a visual representation

One week in the emotional/cognitive life of a college student
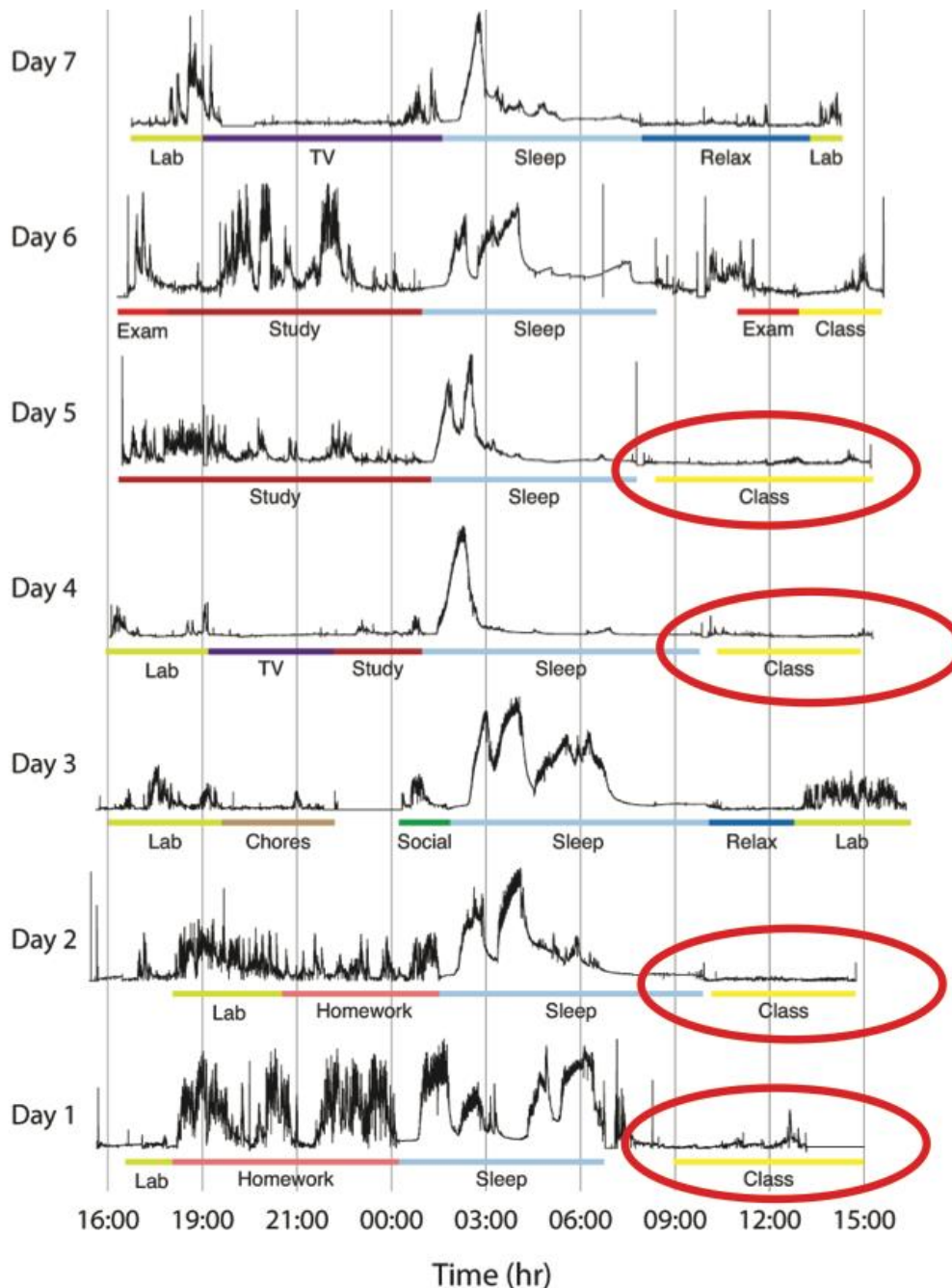
Source: Poh, M.Z., Swenson, N.C., Picard, R.W. (2010). "A Wearable Sensor for Unobtrusive, Long-term Assessment of Electrodermal Activity," *IEEE Transactions on Biomedical Engineering*, 57, 5: 1243-52.

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Learning Theory Oriented Prescription

Fig.: Bishop and Verleger

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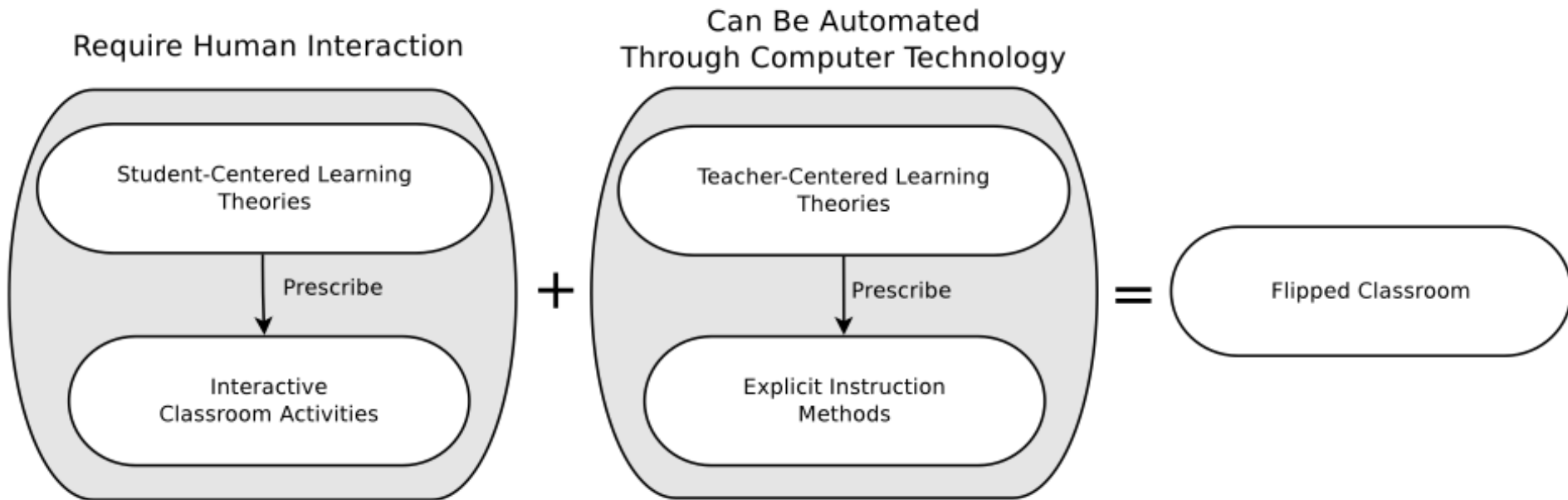
"Flipped" Instruction might involve...

At Home

- Video lectures (either instructor-created or not)

- Podcasts

- E-/Textbook readings

- Closed-ended problem-solving

- Knowledge-check questions

- Submission of questions for next class period

- Graduated or supplementary learning aids for content

- Interaction with webpages

During Class time

- Open-ended problem-solving

- Experiments, lab work

- Q & A, Discussion, analysis, debates

- Demonstration or simulation

- Peer-assisted learning

- Projects/case study work

- Mini-lecture/review

- Remediation 1:1 or in small groups

- Real-time intervention/ redirection

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An ideal flip will transform learning

Instructor-centered ⟶ Student-centered

Passive learning ⟶ Active learning

Lower-order thinking ⟶ Higher-order thinking

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Benefits

- Increased time for Student-Student and Student-Instructor interaction

- Students have control over where/how they learn → Increased student engagement

- Provides supported practice

- Timely intervention and re-direction prevents mislearning and relearning.

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The time is now...

- There is growing awareness that the traditional classroom doesn't meet the needs of all students

- Institutions are motivated to invest in teaching with technology

- Technologies used for flipping (lecture capture and video editing/production software+hardware) are ubiquitous and easy to use

- Students are already comfortable with (and used to) learning via technology

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2005

Luca Bruno / AP

2005

2013

NBC NEWS

Michael Sohn / AP

Student Perceptions, according to the research...

- Students don't count review of video lectures as "study time"

- College students often don't finish assigned textbook reading*

- Students in a flipped classroom generally report a higher perception of their learning, effort, and involvement than do those in traditional classrooms

- Students who are given structured guidance during the flip report more favorable perceptions of the method than those who aren't

- Students most value (highest to lowest): 1. in-class interactivity, 2. in-class lectures, 3. video lectures, 4. textbook readings

- Students prefer short video lectures over long ones

*Sappington, et al. felt this had to be *proven* !?

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Which obstacles might hinder your "Flip"?

- Lack of comfort with necessary technology

- Possibility of negative reaction from students

- Amount of start-up work required

- Unsure what to do with lecture-free class time/ lack of ideas for engaging activities

- Lack of support from department, institution

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The following 12 Tips will help you...

- Spend more time interacting with your students (without adding weeks on to the school year)

- Get your students to think about course material more and to engage with ideas from class *beyond* the classroom

- Remove fear of failure from your students' minds and free them to try new things

- Increase student performance and perception of their own learning

- Cover more material without leaving struggling students behind

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Communicate Clear Expectations

Provide structure, guidance and support for students before and during their work

Rubrics
Announcements
Calendar and Notifications
Virtual Office Hours

2. Notification Destinations

Mobile	afarrell
Email	afarrell@myschool.edu
SMS messages	888-888-8888, Anytime
Text-to-voice messages	888-888-8888, Anytime

3. Settings

On/Off	Notification	Dashboard	Mobile	Email	SMS	Text-to-voice
☑	Announcement Available	☑	☑	☐	☐	☐
☑	Assignment Available	☑	☐	☐	☐	☐
☑	Assignment Due	☑	☐	☑	☑	☐
☑	Assignment Needs Grading	☑	☐	☐	☐	☐
☑	Assignment Past Due	☑	☐	☐	☐	☐
☑	Blog Needs Grading	☑	☐	☐	☐	☐
☑	Content Item Available	☑	☑	☐	☐	☐
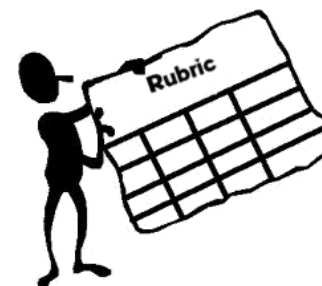
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Don't think you need to reinvent the wheel

Take advantage of resources that already exist

Open Education Resources
Publisher-built content
xpLor

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Automate what you can

Make the most of Learn's tools to help you focus on teaching students, not managing content or setting up synchronous virtual sessions

Adaptive Release
Test options: feedback, exceptions

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Accept "good enough" recordings as good enough

Break complex lectures into chunks and keep recordings short. Fight the natural teacherly tendency toward perfectionism.

VideoEverywhere
Other common editing/capture tools
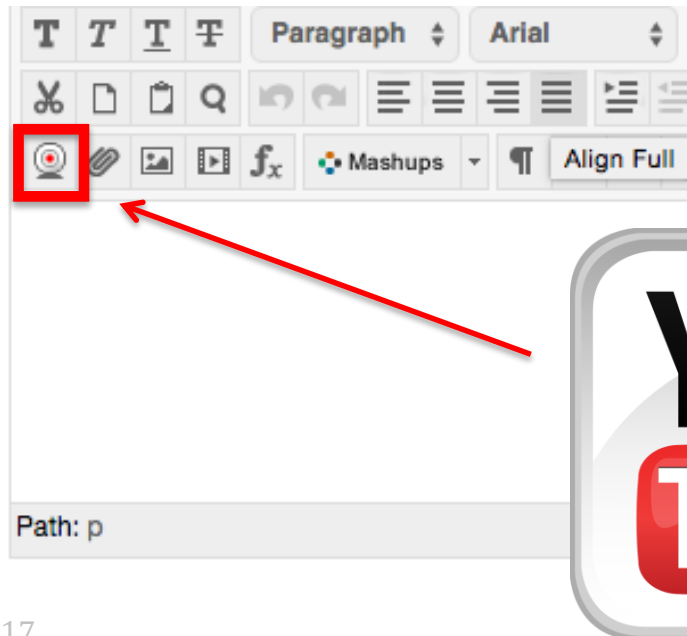
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Set the stage for effective in-class participation

The work students do outside the classroom can help them prepare for meaningful participation in the classroom.

Encourage self-reflection on learning
Blogs
Journals

Solicit questions and topics for in-class discussion in advance
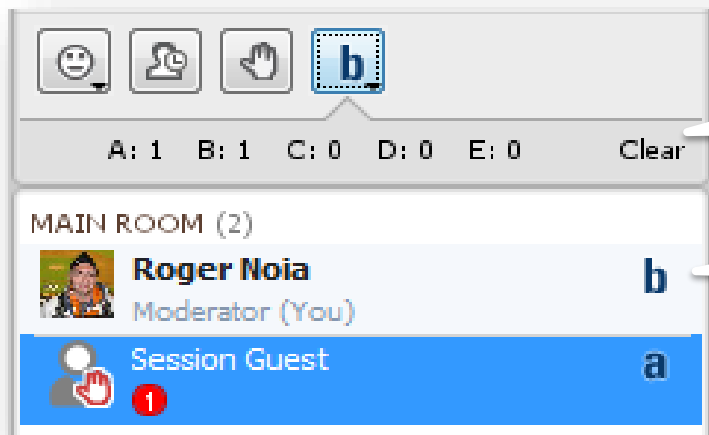**Post-first discussions**
Rated posting for discussions

Build student feedback into the course
Course Surveys

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Start class time on the right foot

Be intentional in your approach to each class period, but remain flexible so you can respond to students' understanding of the material, pacing needs, and interests

Quiz
Polls by Blackboard (Labs)
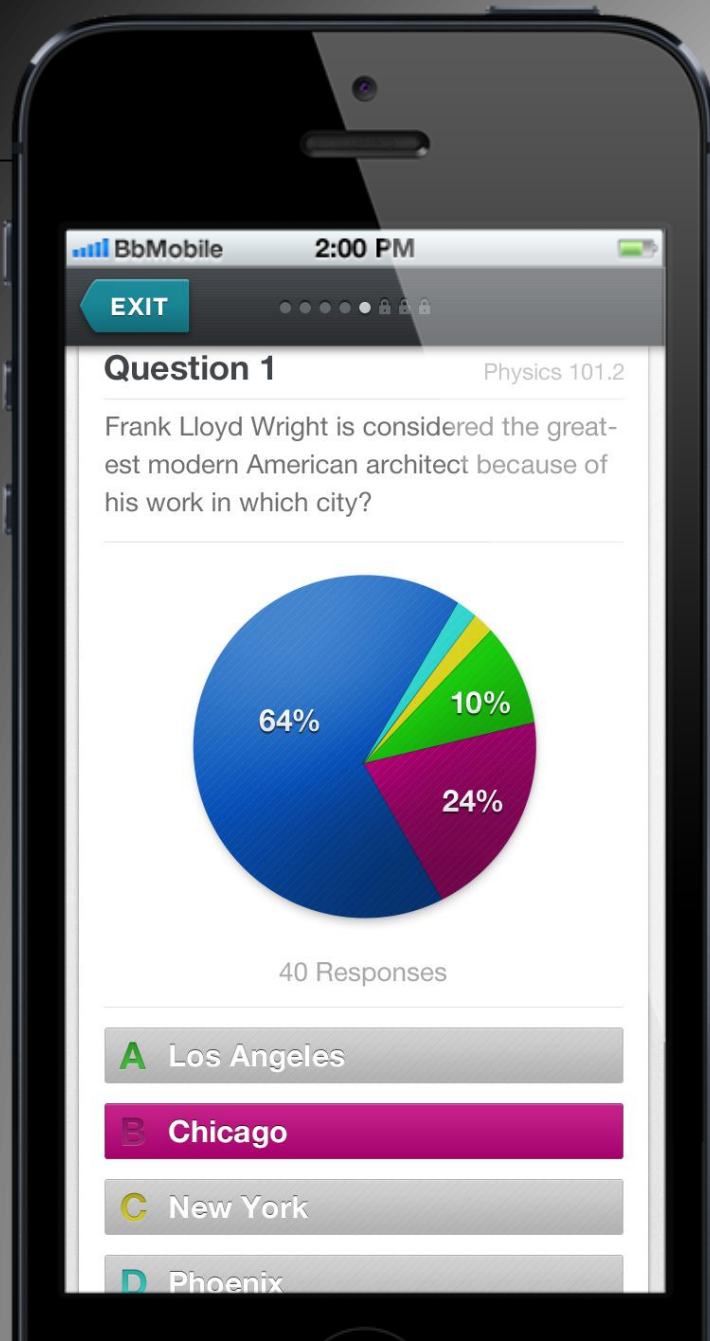
See results at a glance

Specific answers by person

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Polls by Blackboard

Download app in AppStore or go to labs.blackboard.com

- Free
- Real-time polling
- Simple, quick to deploy
- No hardware
- Respond from any device
  - Native iOS app
  - Web browser: polls.bb/[poll#]
  - SMS message

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Enable students to direct their learning

As students are given agency over their out-of-class learning, they not only are able to work at their own pace, but they acquire valuable skills and self-knowledge, and become more invested in the process.

Adaptive release graduated materials
**Retention Center rules** identify helpers
Self-assessments low- or no-stakes assessments build confidence
Achievements/badges reward progress

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Encourage engagement outside the classroom

Whatever the subject, concepts from any course can be found present in your students' everyday lives. Make the most of the connections students are making and encourage higher order thinking skills as they organize that knowledge
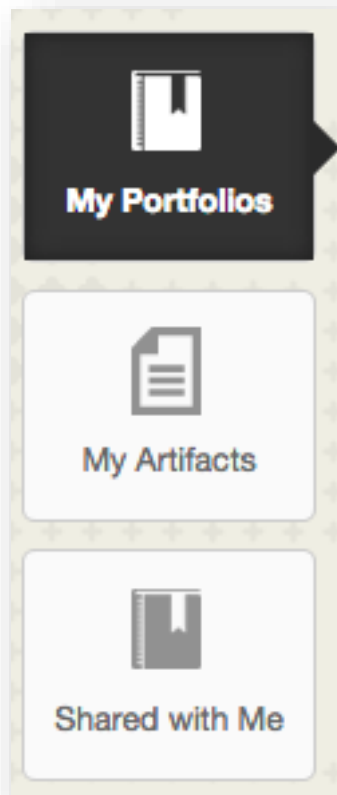
Group or class wikis
Glossary
Discussion forum on "real world" observations
of course concepts/subjects
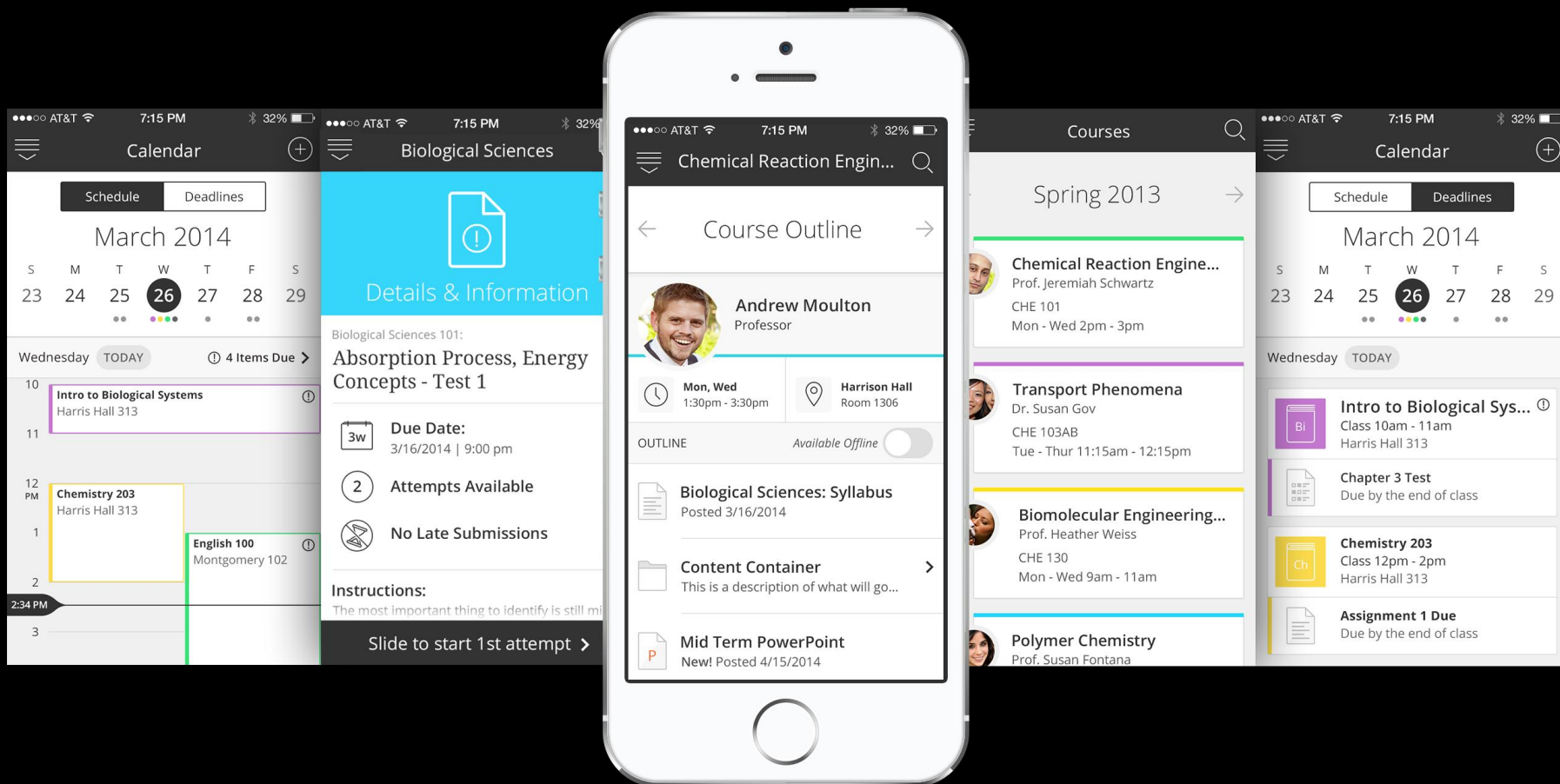**Scavenger hunt portfolio assignment**

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Meet students where they are: make the most of mobile

Claim some "down-time" for your subject by encouraging mobile consumption of course material and mobile-friendly asynchronous interaction

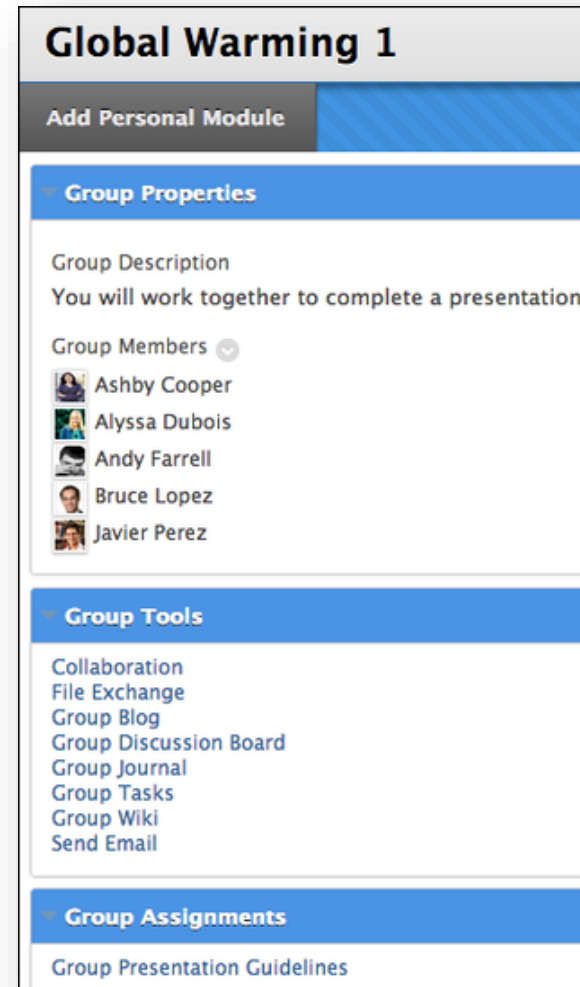**Mobile Learn**
BbGrader
BbStudent

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Bb Student App

Provide virtual space for students to work together

Encourage collaboration by providing space where students can meet virtually, work together on projects, and share resources

Groups
Organizations
Spaces

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Embrace a "WIP" philosophy

- Start your flip small, with one lesson or unit
- Begin with a concept that students have struggled with before
- Work backward: what is your intended student learning outcome? How will students get there from here?
- Collect data on your efforts
- Recognize that some courses/topics/settings/levels are harder to flip than others and that each class population is unique—learning is not one-size-fits-all so stay flexible
- Try, Assess, Adjust, Repeat!
- Remember: teaching and learning are always a "work in progress"—you and your students are in this together

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Reach out for help and ideas

- Blackboard's vibrant user community, Blackboard Innovative Teaching Series, Ask the MVPs: http://www.blackboard.com/community/

- Flipped Learning Network: http://flippedclassroom.org
  Non-profit Community of Practice for flipped-class instruction

- Jonathan Bergmann and Aaron Sams: Pioneers of practice
  Flip your classroom : reach every student in every class every day (2012)
  Flipped Learning: Gateway to Student Engagement (2014)

- Capella University/sophia.org "Flipped Certification" w/Google Chrome

- 8th Annual **FlipCon** (July 13-5, 2015) @ Michigan State University

- Your institution's resources: Center for T&L or eLearning, IT, faculty groups

- and of course….

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Questions?

- Anthony Jovanis, Customer Success Advocate
    Anthony.Jovanis@Blackboard.com

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Thank you for joining us today!

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Vision
(our 'idealized' world)

A world inspired to learn

Mission
(our purpose)

To reimagine education