Head over Heels: Approaches to Flipped Teaching

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WILU 2014
Who has heard of flipped teaching?

Who has tried it out?

Who loves the idea?

Who’s still on the fence?
“WILU 2014 Flipped Teaching”  http://youtu.be/B7k5YkZQIgM
Learning outcomes

By the end of this session, participants will:

- have a better understanding of the flipped teaching methodology
- learn some techniques for applying flipped teaching methodology to IL instruction
“In a flipped classroom much of the instruction takes place outside of class time...Actual class time consists of active learning activities in which students practice and develop what they’ve learned.”

Datig and Ruswick. “Four quick flips”
“The flipped classroom is a teaching model that inverts the traditional lecture-plus-homework formula.”

Arnold-Garza, S. “The flipped classroom.”
Bloom’s Revised Taxonomy

CREATE

EVALUATE

ANALYZE

APPLY

UNDERSTAND

REMEMBER

Key elements of flipped teaching

1. Opportunity for students to gain first exposure prior to class
2. Incentive for students to prepare for class
3. Mechanism to assess student understanding
4. In-class activities that focus on higher level cognitive activities

Brame, Cynthia. “Flipping the Classroom.” Vanderbilt University Center for Teaching.
History of flipped teaching

- Bergmann and Sams – chemistry high school classroom
- Link to teaching within the humanities
- Appearance in the education literature
- Recent surge within LIS literature
Bloom’s Revised Taxonomy

Bloom’s Revised Taxonomy

Remember – Understand – Apply – Analyze – Evaluate - Create
Presenting the lecture content before class allows students to ________.
Implementing a quick assessment during class time allows the instructor to ________.
Music Research Methods

- Required course for all music undergraduate students
- Introduced teaching material in advance
- Discussion to review and conduct informal assessment
- Hands-on activity to reinforce and apply learning
- Students graded on in-class participation and final assignment
Drilling, Blasting and Excavating

• Developed out of a reference question

• Instructional Video

• Assessment

• Hands On Activities

• Based on Curriculum
Tips for success - planning

• Know your audience

• Smaller classes are better

• Establish strong communication with faculty

• Leave time in advance for video production
Tips for success – in the classroom

• Set expectations in advance
• Explain learning objectives and teaching methods
• Take a flexible approach to classroom management
## Technology essentials

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Equipment: computer, microphone, camera</td>
<td>• Internet access</td>
</tr>
<tr>
<td>• Software: Camtasia or Jing</td>
<td>• Device for playback</td>
</tr>
<tr>
<td>• Platform: blackboard, youtube, vimeo...</td>
<td>• Time to script, record and edit the video</td>
</tr>
</tbody>
</table>
How could flipped teaching be applied in your own practice?

Consider...

- Is the class size manageable?
- Are you able to communicate with faculty?
- Is the lecture content appropriate?
- Do you have time to prepare?
Next Steps

• Share findings
• Incorporate learning into next opportunity to teach
THANK YOU!

QUESTIONS / COMMENTS?
Bibliography


Rivero, V. (2013). “Flipping out: A new model to reach all students all ways.” Internet@Schools, 20(1), 14-16.

