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
The task before us: a visual representation

One week in the emotional/cognitive life of a college student

Learning Theory Oriented Prescription

Require Human Interaction
- Student-Centered Learning Theories
  - Prescribe
  - Interactive Classroom Activities

Can Be Automated Through Computer Technology
- Teacher-Centered Learning Theories
  - Prescribe
  - Explicit Instruction Methods

= Flipped Classroom

Fig.: Bishop and Verleger
“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
An ideal flip will transform learning

Instructor-centered  →  Student-centered

Passive learning  →  Active learning

Lower-order thinking  →  Higher-order thinking
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.
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
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 !?
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
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
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
   - Announcement Available
   - Assignment Available
   - Assignment Due
   - Assignment Needs Grading
   - Assignment Past Due
   - Blog Needs Grading
   - Content Item Available

[Table showing various notification settings with checkboxes]
Don’t think you need to reinvent the wheel

Take advantage of resources that already exist

Open Education Resources
Publisher-built content
xpLor
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
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
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
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)**

![Image of Blackboard polls tool]

- See results at a glance
- Specific answers by person
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
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
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
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
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
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
Reach out for help and ideas

- Blackboard’s vibrant user community, Blackboard Innovative Teaching Series, Ask the MVPs: [http://www.blackboard.com/community/](http://www.blackboard.com/community/)

- Flipped Learning Network: [http://flippedclassroom.org](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....
Questions?

- Anthony Jovanis, Customer Success Advocate
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Thank you for joining us today!
<table>
<thead>
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<th>Vision (our ‘idealized’ world)</th>
<th>Mission (our purpose)</th>
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<td>A world inspired to learn</td>
<td>To reimagine education</td>
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