Roundtable VI Deockki Hong, University of Northern Iowa
“Applying a Flipped Classroom Model to Pursue Student-Centered Learning”

Student centered learning shifts the balance of classroom power from teacher to student thus fostering active learning and engagement among peers. The flipped classroom is a pedagogical model in which the typical lecture and homework assignments of a course are reversed. In the flipped classroom, students watch short video lectures and prepare the course before they come to class and the class time is used for hands-on activities, problem-solving skills and discussions. The flipped classroom model situates the teacher as facilitator and contributor rather than authoritarian and director of knowledge. I have used flipped classroom model in my physical education pedagogy course for two years. After an implementation of flipped classroom, students were able to discover their strengths and weaknesses and take part in directing their own knowledge gain. Student centered learning employs effective assessment to promote learning and inform future practice. The flipped classroom model enables critical thinking and is a means to develop knowledge rather than a collection of facts by building upon and challenging prior learning, thus foster student-centered learning.

Roundtable VI Ellen Berg, California State University, Sacramento
“A Plea for Insights on Fostering Student Collaboration in Groups”

I am very excited at the prospect of a Roundtable session focused on fostering student responsibility for learning. I look forward to additional details on the approaches highlighted in the session description. To contribute to the discussion I will bring the most recent version of the prompt for an empirical research project in which students perform a content analysis of some type of sport-related media (films, episodes of SportsCenter, on-line sports media sites, NCAA Final Four games, etc.). This assignment has morphed over the years and still has a long way to go. I will provide a brief explanation of the challenges with the assignment and some questions for group discussion. This past semester students wrote individual papers but were to work as a “research team” in terms of designing their research project and performing the media analysis. Discussing this assignment and ways to encourage student empowerment and responsibility in a group effort will be incredibly beneficial to me, and I hope will also benefit other attendees in the context of encouraging student empowerment more generally.

Roundtable VI Chase M. L. Smith, University of Southern Indiana
“Group Project Realities: Classroom Experiences Gained by Sport Management Students for Developing Accountability and Responsibility in Preparation for a Career in Sport”

Students were given a semester group project assigning them the tasks to delegate responsibilities, meet deadlines, and present in-class on a professional sport organization’s sponsorship portfolio for a grade the entire group would receive. The aim for the assignment was to prepare students for real-life experiences in the sport field workforce. The instructor routinely announced this intent in an effort to encourage responsibility and accountability, along with the assignment’s implications related to jobs in sport. All groups were also notified at the beginning that there would be a peer-evaluation on performance, effort, and accountability for an additional grade in the class. Included in the responsibilities were an initial group meeting, individual proposals from each member for the team they preferred to research, and a checkpoint group grade to determine the group's progress. The checkpoint allowed the instructor to assess the group’s assigned responsibilities and current information researched. From the instructor’s feedback, the groups were able to collectively determine their next course of action to improve their project. Reactions from the students varied. There was a sense of appreciation from students who
performed well, and even from those who received a lower grade than what they were accustomed to receiving individually.