Small FLICS to Big Flips

A step by step guide to flipping your classroom

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Outcomes

• Conceptualize how flipped learning can be structured
• Create a FLIC for a lesson
• Discuss strategies to implement flipped learning in your own classroom
Definition

Flipped Learning is a pedagogical framework to facilitate meaningful student learning experiences using active learning strategies. A Flipped classroom has online interactive instruction, content exploration and student collaboration, while the classroom space is transformed into a interactive learning environment where the students work together and with the instructor to apply their knowledge and test their assumptions.

Adapted from Flipped Learning Network, http://www.flippedlearning.org/domain/46
What is FLICS?

Flipped Learning-Centered Interactive Classroom Strategy

A *sequential model to plan and create microflips or classroom (flipped learning)*

Based on 7 principles of teaching and learning (Chickering & Gamson, 1987)
Literature Review

• Content becomes more easily accessed and controlled by the student (Gerstein, 2012; Moffett, 2014)
• Evidence that flipped learning as a positive impact on student learning (Tune, Sturek, & Basile, 2013; Herreid & Schiller, 2013; Gilboy, Heinerichs, & Pazzaglia, 2014)
• Start small by selecting one lesson (Steed, 2012)
• Facilitates mastery learning (Bergmann & Sams, 2012)
• Students become more open to cooperative and innovative teaching strategies (Strayer, 2010)
• Deep learning requires effort and can be frustrating for both students and instructor at first (Persellin & Daniels, 2014)
Gerstein, J. Retrieved from http://usergeneratededucation.wordpress.com/2012/05/15/flipped-classroom-the-full-picture-for-higher-education/
Initial Thoughts?

• What are your initial thoughts about flipped learning?
  – Concerns
  – Benefits
  – Questions
FLOW
An example from BCEM 393
Linking FLICS

FLIC 1 → FLIC 2 → FLIC 3 → FLIC .. → Course
Planning a FLIC
Question

• If you were a student in a flipped course, what aspects of an online video/podcast would you appreciate?
Online Content

• 5-10 minutes
• Focus on 1 main concept/topic
• Can also use readings
• Include prompting questions
Question

• What online activities could be completed before coming to class?
Online Activities

- View podcasts
- Complete short quiz
- Take part in online discussions
- Simulations
- Think about questions that will be addressed in class
Activity

• What are the characteristics of an in-class problem to promote student engagement and deep learning?
In-class problem solving

• Beyond factual recall
• No simple answer (can’t google it)
  – Start with simple questions with 1 correct answer
• Consider
  – application of skills and knowledge
  – Collaboration
  – Multiple answers are possible
  – Student interpretation
• Facilitating
  – Scaffolding (building on ideas, increasing complexity, providing support and feedback)
  – Feedback and/or student evaluation
The steps to create a FLIC

1. Think of 1 topic you can flip
2. Plan
   1. Find or create online resources
   2. Plan online activities
   3. Plan in-class activities
3. Tell students about it
4. Provide feedback
5. Evaluate how it went

Let’s give it a try....
Rule of Thirds


Examples: http://digital-photography-school.com/rule-of-thirds/
Take a Picture!

• In small groups create a FLICS for...

• **Learning Outcome:**
  Students should be able to compose a picture by using the Rule of Thirds.

• Include
  – Instructions
  – Activities
  – Student Feedback/Evaluation
Activity Summary

• Share your Pic FLIC
Obstacles

• Student resistance (grades, teach myself, group work, coming to class prepared)
• Instructors time and anxiety
  – Time to plan and follow through
  – Questions you haven’t anticipated
  – Technology and creating/finding podcasts
• Ensuring student participation
• Quality in-class activities
Tips

- Create groups on first day of class and keep the groups throughout semester
- Students leave class with the correct answer or resources for the next class
- Change questions for different lecture sections
  - Tell students answer will be provided online later
- Grading scale
  - associate grades with in class work
  - Want to reward trying (students are afraid to be wrong)
  - If get 80% => A
- Online quiz to motivate students (10% of final grade)
- Set expectations that students learn on their own and come to class prepared (set a routine)
Any Questions?
References

- Bergmann, J., & Sams, A. (2012). Flip your classroom. Reach every student in every class every day. Eugene, Oregon: ISTE.
References

• Moffett, J. (2014) Twelve tips for “flipping” the classroom. *Medical Teacher*, Published online on August 26, 2014
• Steed, A. (2012). The flipped classroom. Teaching business and economics, 16(3), 9-11
Websites

• http://www.usask.ca/gmcte/flipped-teaching
• http://usergeneratededucation.wordpress.com/2012/05/15/flipped-classroom-the-full-picture-for-higher-education/
• http://www.flippedlearning.org
Quick Flipped Tips:

• Be transparent to students and explain why you are using Flipped Learning
  – Include clear online and in-class expectations and guidelines
• Create groups on first day of class and keep the groups throughout semester
  – Groups can still function even when a student is away
  – Assign roles such as leader, recorder, time keeper and reporter
  – Use group contracts and agreements for more formal groups
  – Structure group activities to promote fairness
• Link online content, in-class work, and assessments together
• Be selective with content
Quick Flipped Tips:

• Students leave class with the correct answer or resources for the next class
  – Provide the solution in class or online
  – Give students the next steps
• Change questions for different lecture sections
  – Tell students answers will be provided online later
• Grading scale
  – Associate grades with in-class work
  – Reward effort as well (students are afraid to be wrong!): If get 80% → A
• Online quiz to motivate students (10% of final grade)
  – Low stakes
  – Provide feedback to students (either immediately online or during class)
• Set expectations that students learn on their own and come to class prepared (set a routine)
FLICS Links

- [http://itsotlcweb01.ucalgary.ca/taylorinstitute/teaching-community/node/247](http://itsotlcweb01.ucalgary.ca/taylorinstitute/teaching-community/node/247)
- FLICS paper from IDEAS conference proceedings 2015
  - [http://werklund.ucalgary.ca/GEC/proceedings](http://werklund.ucalgary.ca/GEC/proceedings)
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