Growth of Pedagogical Practice in Flipped Classrooms through the Benefit of an Active Multidisciplinary FLC.

USG Teaching and Learning Conference
Athens, GA
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Faculty Learning Communities (FLC)

A community of practice with the following goals:

1. Building community

2. Engaging in scholarly (evidenced-based) teaching

3. Advancing SoTL and sharing outcomes

- Conference presentations
- Workshops
- Resources for instructors
- Journal articles
How we got started...

Summer 2017
• CTE workshop by Grace Onodipe
• Workshop attendees expressed interest in an FLC
• The Flipped Learning FLC was born!

August, 2017
• 9 members meeting once/month
• Strong leadership & good organization key

Goals:
• Read, discuss texts related to flipped learning
  • (e.g., Critically Reflective Teacher (Brookfield, 2017)
  • Flipped Learning Guide for Higher Ed (Talbert, 2017)

• Share flipped practices in our own classrooms

• Obtain grant funding & implement research study on changes in self-regulated learning in flipped classrooms
Logistical Details

Meeting Frequency: 5 times per semester
Duration: 60 minutes
Venue: CTE Conference Room
Meeting Format: Flexible
What is a Flipped Learning?

Flipped Learning is a framework that enables educators to reach every student. The Flipped approach inverts the traditional classroom model by introducing course concepts before class, allowing educators to use class time to guide each student through active, practical, innovative applications of the course principles.

-Academy of Active Learning Arts and Sciences, 2018
What Research says about Flipped Learning?

• Student engagement
• Academic performance
• Ownership of learning

Observed Benefits of Flipped Learning

✓ Instructor - Student Interaction
  ▪ Immediate student feedback.
  ▪ Instructor knows student needs.
  ▪ Building positive relationships

✓ Peer - Peer Interaction
  ▪ Help from peers.
  ▪ Multiple explanations

✓ Autonomous Learning
  ▪ Students prepare for class at their own pace, place, time
Common Themes Across our Flipped Classrooms

**Pre-Class Work**

- Lower level Bloom’s/Basic Learning Objectives
  - Cornell Notes
  - PSQ3R
  - Instructor-Created Videos
  - Publisher-Created Videos
  - PPT slides
  - Digital vs. Analog assignments
  - Self-Check assignments
  - Questions
Common Themes Across our Flipped Classrooms (cont’d)

In-Class Activity

- Higher level bloom’s/Advanced Learning Objectives
  - Formative Assessments - socrative
  - Brief Instruction/Mini Lecture
  - Quiz review
  - Worksheets
  - Small Group Discussions
  - Problem sets, Practice Problems
  - Board Work
  - Peer Presentations
  - In-Class Projects
  - Q & A
Common Themes Across our Flipped Classrooms (cont’d.)

**After Class Activities**

- **Reflections**
  - Learner Logs (8 - 12 reflection pieces)
  - Learning Audits (Brookfield)

- **Study for Tests**

- **Research Papers**

- **Group Presentations**
Our Products

- Conference Presentations (7)
  - 2018 USG T&L Conference, Athens
  - 2018 CTE Poster Session, GGC
  - 2018 RoTL Summit, Kennesaw
  - 2019 CTE Poster Session, GGC
  - 2019 USG T&L Conference, Athens

- Pending Journal Articles (3)

- Discipline-specific Conference (6)
  - Chemistry
  - Economics
  - Education
  - Psychology

- NSF-USG STEM Mini Grant
Research directions

• Where are we going?
  ➢ Self-Regulated Learning in Flipped Classroom
  ➢ Student Lens: Students Perspectives on Flipped Classroom
  ➢ Peer Lens: Classroom Observations
  ➢ Data Collection
Self-Regulated Learning in Flipped Class

• In spring 2018, empirical study evaluated changes in self-regulated motivation and learning (MSLQ; Pintrich et al., 1991) across a semester of flipped learning in courses across multiple disciplines (n = 402)

• MSLQ generally decreased over the semester, contrary to hypotheses.

• With learner logs (reflective writing), partial support for hypotheses:
  ➢ Motivational decline was attenuated
  ➢ Learning Strategies showed some increases

• Self-regulated learning likely more complicated than originally thought; variability in how “flipped” our classrooms were.

• Follow-up quantitative analyses and qualitative review underway.
Effect of FLC on Individual Members

Being a part of this FLC led to ...

1. Course redesign
   - incorporated Guided Practice
   - more carefully planned activities

2. Greater enjoyment of teaching
   - allowing students take more ownership
   - more student accountability
   - increased instructor-student interaction,
   - increased peer-instruction/student collaboration.
   - increased hands-on experience in class
   - minimized lecture and incorporating more active learning = encouraged student engagement & participation
FLC Effect (cont’d.)

- Being a part of this FLC led to ...

3. Professional development
   - Conference presentation/participation
   - Discipline specific conferences/publications
   - 1st time involvement in a SoTL project
   - Read 3 SoTL books

4. More confidence in teaching flipped classroom
   - relationships with multidisciplinary team, no longer flipping in isolation - comparing notes with inter-disciplinary colleagues useful
   - more reflective/intentional educator; feel like a scholar teacher
   - more comfortable with implementing flipped learning approach
   - developed useful tools for flipped learning
   - incorporated flipped learning language on syllabi
Being a part of this FLC led to ...

5. Willing to incorporate new teaching methods
   1. Closing the Implementation Gap
      • Learn, Discuss, Implement, Reflect
   2. Guided Practice
   3. Cornell Notes
      • Improved preparation and active participation in class
   4. Pre-Class Assignments
   5. Technology use (*socrative, kaltura*)
   6. Learner Logs, Learning Audits, CIQs
      • Helped with student buy in to flipped learning
      • Feedback helped get better understanding of students needs, helped modify instruction accordingly
   7. Group activities.
What we have going for us...

MEMBERSHIP
- Size matters: Recommendation is 8 to 10
- Voluntary Membership
- Multi-disciplinary – Topic-Based FLC (Flipped Learning)

MEETINGS
- Regular meetings
- Conducive meeting space
- Set dates/times at the beginning of semester.
- Flexible meeting format
- Food
- Celebratory meeting at end of semester

FACILITATOR ROLE
- Model desired behavior and initially determine goals.
- Members determine FLC objectives
- Focus on obtaining & maintaining FLC member commitment
- Document progress and growth of FLC.

PURPOSE
- Employ evidenced-based, scholarly approach leading to SoTL.
- Present FLC outcomes at conferences.

CTE SUPPORT

http://www.units.miamioh.edu/flc/16Recommendations.php
Questions

Thank you!!!