FROM THE FRONT LINES OF THE FLIPPED CLASSROOM

One professor’s journey from a traditional classroom to deploying a new pedagogy
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IT'S KIND OF A

BAD-NEWS/GOOD-NEWS THING
FIRST, HERE’S THE BAD NEWS:

EDUCATION IS EVOLVING

We’ve spent thousands of years perfecting the sage-on-the-stage model of delivery
MORE RECENTLY EDUCATION HAS EVOLVED TO LOOK MORE LIKE THIS
As an educator, I’ve often wondered what’s really happening on their screens –

Are they taking notes?

Facebooking?

Tweeting?

YouTubing?

Researching course material online?

Was I meeting their interests, needs, and skills?

Could this technology be used to positively impact student learning?
NOW FOR THE GOOD NEWS:

EDUCATION IS EVOLVING

Learning is becoming more accessible and personalized with technology
CLASSROOM TIME IS BECOMING MORE COLLABORATIVE

{ There’s more room for deeper discussion on complex concepts }
Giving students pre-recorded lectures to view outside of the classroom allows faculty to promote and enhance quality education outcomes among the next generation of learners.
“MY STUDENTS WERE LOOKING FOR TECHNOLOGY.

I was hearing it from the higher-ups at my university. I was seeing it show up on my campus. I realized this culture was here and the times were changing. I felt my best bet was to come up with a plan to OPEN UP THAT SCARY BOX AND EXPOSE THE FLIPPED CLASSROOM.”
• Campus-wide budget cuts
• Call for creative responses to new challenges
• Growing demand for our major (600 – 700 students were applying for about 50 spots)
• Expansion of quality online courses for non-majors
• Limited availability among teaching faculty to cover expansion of course offerings
Q: HOW CAN WE EFFECTIVELY TEACH IN THE FACE OF THESE REALITIES?

A: By adopting technology-driven education for the 21st century learner with an emphasis on quality.
“I realized the new generation of learners coming into my classroom was very different than what I had experienced. They had laptops, they used cell phones, they grew up with the internet and they thought differently.

I NEEDED TO ADAPT to their style, because what was working very effectively 5, 10, or 20 years ago was not the case today.”
“One day I was walking down the hallway at my university, I looked in a classroom, and I saw a camera on the back wall. I knew nothing about what it was there for, but I had this idea, as a full-time lecturer teaching multiple sections of courses, what if I could record my lectures? I wouldn’t have to say the same thing over and over and over, and fear missing an important topic.”
I had limited understanding of the new terminology, technology, and video teaching pedagogy. But there was one phrase that made the most sense to me – **flipping the classroom**.
“I didn’t have the go-to skills to become a movie maker. So I watched online tutorials and used Clemson University’s 24-hour technology support services.”

And an unexpected technical resource?

THE STUDENTS THEMSELVES.

THEY GET TECHNOLOGY.
FLIPPING TAKES TIME:

HOW I PHASED IT IN
Traditional lecture capture giving students 24/7 access to on-demand course material for review
- Elicited feedback from students, evaluations and assignments

RESULTS:
- Lectures were consistent across sections and courses
- Students had flexibility in viewing
PHASE 2:

Delivered recorded lectures to students in advance of class

- Developed more learner-focused teaching style
- Continued evaluation of new course pedagogy

RESULTS:

- Students digested the material earlier
- Class time was spent presenting similar material
- Class discussions went deeper
PHASE 3:

Re-recorded lectures addressing student feedback

- Class time devoted to discussion, Q&A and applied review

RESULTS:

- Developed very targeted, shorter lectures
- Class time morphed to a more constructivist teaching and learning style
- Dynamic and engaging classroom discussion
Refinement and Expansion of the Process

As I move from semester to semester,
- I take the lessons learned from my students and work them back into the classroom experience of all my courses
- I work toward expanding more higher-level student-centered learning
- I utilize new class time to target university, college and departmental student-learning objectives
- Most importantly, the process is driven primarily by the needs and interests of the students
“The process of flipping the classroom can be scary. Would I have the skills and resources to tap into technology? Would it be an efficient use of my time? Would this change negatively impact my course?

Will anyone show up to class?
Or will they just watch the video?”
Confront your fears.

“Now I open class by saying,

‘DID YOU LIKE MY LECTURES?

And they open up and tell me what they think. I find that if I can put my pride in check, the VALUE OF THAT FEEDBACK WAS INCREDIBLE.”
IMPACTS OF MEDIASITING THE FLIP
“I think you need to set up dialog, and brainstorm between the instructor and organizational level, and also between the instructor and student level.

Because each of these are going to indirectly impact our ultimate goal, which is to **EDUCATE OUR FUTURE** generation of learners.”
“It’s not just ‘capture my lectures and go on and do other things.’ There’s a lot of work that comes with this, and one of the biggest challenges is changing your teaching style. It is going to be different, and I think different for the better.”
Clemson University Department of Public Health Sciences increased student access to education
Organized a three-course certificate program
Offers more courses within our major
Teaching with technology meets the needs of the 21st century learner

More students are able to enroll in key courses

Students are more engaged in learning

Students are getting the material at a much faster pace

Satisfaction increased and remains high
FLIPPING

AT THE FACULTY LEVEL:

- It’s a brand new, intensive teaching style
- Slowly phasing in flipping eases the transition
- My delivery method and student interaction morphed over time
- I am able to tailor lessons to students’ abilities
- My classes now have consistency across sections
- Classes have a higher level of discussion
“During the first semester I didn’t know how to do recorded lectures, I didn’t know how to teach to a camera.

Essentially what I did is I just walked into a classroom, turned on the recorder, and TAUGHT THE WAY I NORMALLY DID.

Twenty years into my teaching, this was the first time I’d ever seen myself teach.

Major, major barrier for me at first.”
特点

为教师的Mediasite特点包括：

- 易于使用，不需要学习新的技术
- 内容可以编辑且安全
- 促进个性化教学
- 与已有的学习管理系统集成
• Students have the ability to pause, fast forward, rewind, and use multiple speeds
• They find that’s a great way to review the material before exams
• Gives them a way to selectively study course material
• They can view lectures from mobile devices
• Makes students accountable for watching lectures
• Promotes personalized learning
“Students mention that often when they want to review an important concept, and they can GO BACK AND EASILY FIND THAT INFORMATION. Mediasite has also allowed students to tailor their studying to their different learning styles.”
LESSONS
LEARNED
BE WILLING TO MAKE MISTAKES

“I think it’s better to make a mistake stepping outside the box than it is to make the mistake doing the same thing over and over and over again. You don’t want to get left behind by the evolution of education our students are looking for.”
I found that I was teaching to the mean of my students. This allowed me to teach to my upper level students while still fully accommodating my entire class. My students were satisfied. Learner outcomes were being improved among the students.
I’m a very independent professor. But one lesson I’ve learned is that I can’t do this alone. You need to work with your support staff. Educate them on your needs and let them know where you’re coming from. They’re there to help.”
Professor Ralph Welsh joined the faculty of Clemson University in 2002 serving as an academic lecturer. His broadly focused educational background along with a wide range of real world experiences provides him with a multi-disciplinary perspective that enhances the skill-based education he provides to students in the areas of Public Health Science and Health Care Delivery. During Prof. Welsh’s 20 plus years of teaching in higher education he has worked with a variety of populations in diverse community settings. Prior to joining the Clemson faculty, he taught at Anderson College, the University of South Carolina, and the University of Wisconsin-Milwaukee. Professor Welsh frequently speaks at academic conferences and writes about his experience flipping the classroom, and won a 2013 Rich Media Impact Award for his work.
FREE WEBINAR

JUST FLIP IT

FROM THE FRONT LINES OF THE FLIPPED CLASSROOM
- Clemson University - Case Study
- Tales from the Front Lines of the Flipped Classroom at Clemson University
- Just Flip It - EdTech Digest
- Sonic Foundry Honors Winners of Rich Media Impact Awards for Video Innovation
- Unlock the Secrets to Video Success on Your Campus - Private University Products and News
- Tales from the Front Lines of the Flipped Classroom at Clemson U. - RMIA Video in Education Scholarship Finalist + Live Webinar