Preparing Faculty to Flip: Lessons from a Faculty Learning Community

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Kris Gorman & Bill Rozaitis

eLearniing Summit 2016

University of Minnesota
Center for Educational Innovation
Center for Educational Innovation

University of Minnesota
FLCs at CEI

• Life-cycle FLCs
  – Early career, mid-career, etc.

• Topical FLCs
  – Instructors of multiple instructor courses
  – Active learning classrooms
  – Flipped courses
Goals for the Flipped Class FLC

• Help faculty complete a concrete project

• Introduce a process they could use
  – Don’t just focus on videos

• Provide concrete ways to use class time and structure pre-class work

• Connect faculty with resources to support them
Structure of the FLC

• Project-oriented

• 3 face-to-face sessions (75 min; monthly)
• Each session required about an hour of pre-work

• On-going consultations and referrals
Requirements for participants

- Letter of agreement
  - Use flipped approach for at least one class session by Fall 2016
  - Attend 2/3 sessions
  - Complete pre-session work
  - Individual consultations
  - Receive $500
Who participated?

Law School

Medical Laboratory Sciences

Carlson School of Management

Spanish & Portuguese Studies

University of Minnesota

Nursing

Occupational Therapy
Session 1 – Getting Started

• Pre-work
  – Watch 2 videos that define flipped classrooms
  – Read about the difference between flipped classrooms and flipped learning
  – Choose article/video about someone’s experience flipping their class

  – Understanding check
Session 1 – Getting Started

• In Session
  – Introductions
  – Expectations for participation
  – Clarification about what “flipping” is
  – Process for designing a flipped class
  – Sharing about their projects
Session 2 – In-class Activities

• In-session jigsaw
  – Learned about POGIL, TBL, effective discussions, case studies

• Pre-work related to one activity type
  – Read/watch something provided
  – Find 2 additional resources of interest
Session 3 – Out-of-class Activities

• Pre-work
  – Watch 1 video and read 1 article about ways to structure out of class work
  – Read 1 article about how to hold students accountable for doing the work
Session 3 – Out-of-class Activities

– Reflect on their own class:
  • What types of out-of-class resources will be necessary (e.g., videos, readings, problem sets, case studies, etc.)? Will you have to create these yourself or can you repurpose them from elsewhere?
  • What types of activities would best get students to work with these resources (e.g., study guides, quizzes, forum discussions, completed problem sheets, etc.)?
  • How will you keep students accountable for doing the out-of-class work?
Session 3 – Out-of-class Activities

• In-session
  – Media/video construction options and resources
  – Case study activity
    • Pairs given basic information about a course and the desired pre-class work
    • Participants designed a structure for providing material and holding students accountable
  – Discussion about how course context and goals drive decisions
Feedback

• Positives:
  – Flipped format
  – Individual support
  – Learning from others
  – Curated resources

• Suggestions:
  – Longer and/or more sessions
    • Four 90 min sessions would probably be better
Faculty Projects

• Clinical rotation orientation
  – Policies and behavioral expectations online
  – In-person Q&A session with alum

• 1st year law course
  – Provide scaffolding for case reading
  – Transition Socratic 1-to-1 questions to small group activities
Faculty Projects

• Spanish 1001
  – More accountability for out-of-class work learning basic grammar and vocabulary
  – Focus class time on authentic speaking and listening activities

• Community Occupational Health
  – Out-of-class learning about basic concepts
  – In-class practice of skills needed for large course project (using case studies and scenarios)
Let’s discuss!