Jul 27th, 3:00 PM - 4:00 PM

Exploring the Flipped Side: Inside and Outside the Flipped Classroom

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Exploring the Flipped Side:
*Inside and Out*

Kate Borowske, Gina Erickson, Caroline Hilk, Nicole Nelson
*Hamline University*
Welcome to Exploring the Flipped Side: *Inside and Out*

1. Log-in to: [Socrative.com](http://Socrative.com)
2. Click on STUDENT LOGIN
3. Add our Room Name
4. Complete the short survey

Room Name
5E4C03E5
Session Objectives

This session will:

- Show one model for supporting instructors who want to flip
- Explore a few examples from flipped classrooms
- Identify activities to support learning *inside* the classroom
- Introduce tools and resources to support learning *outside* the classroom
- Discuss how this model could be implemented at your institution
What is the Flipped Classroom?
What is the Flipped Classroom?
Basics of Hamline’s Flipped Faculty Institute

- Day-and-a-half institute, one-on-one consultations, online check-in
- Collaboration of library support, teaching support, technology support
- **Goal:** faculty will flip at least two class sessions (start small!)
- Participants experienced online (outside) and face-to-face (inside) activities to explore topics of course redesign, technology integration and student collaboration.
- Offered tools and small monetary incentive to complete the project.
Introduction Videos

Caroline Hilk, PhD
Director, Center for Teaching & Learning
First-Year Seminar Instructor
Hamline University

Created with Screencastify

Gina Erickson
A Brief Introduction

Created with Screencast-o-matic

THIS IS KATE
THE LIBRARIAN

Created with Powtoons
What did you learn? Low-stakes quiz

1. Go to: kahoot.it
2. Enter the pin on the screen
Outside-of-Classroom Resources to Support Inside-the-Classroom Activities

Case Study: Introduction to Music Theory course

● **Problem:** Course used scanned pdfs in LMS. Copyright issue.
  ○ **Solution:** Removed pdfs and replaced with links from the LMS to journal articles.

● **Problem:** Students needed better access to key music ency. housed in the Library.
  ○ **Solution:** Library subscribed to online edition and provided links from the LMS to specific topics.

● **Problem:** Students needed 24 x 7 access to music recordings.
  ○ **Solution:** Kate created a Research Guide to direct students to Library’s databases, which include streaming music and videos. Prof made a link from LMS to Guide.

● **Problem:** Some students lacked the necessary music theory foundation for the course.
  ○ **Solution:** Chose videos on music theory from Library’s streaming video collection and provided links from the Research Guide to videos on specific topics.
Materials to Support Outside-of-Class Learning

Music in World Cultures: Home

A guide to resources supporting the course, Music in World Cultures.

Course Description

This course introduces selected musical traditions from around the world, including Oceania, Latin America, or North America. Students will be introduced to various styles of human musical expression including world music, such as melody, rhythm, harmony, timbre, texture, and form. This course will introduce students to music and gain a glimpse into the musicians’ perspectives.

Experience the Music

- **Naxos Music Library**
  Streaming access to a very large collection of music, including world music and any of the others, e.g. Artist, Performing Group, and Instrument.

- **FILM on Demand**
  A user-friendly video streaming service with thousands of high-quality and health-related films. Films on Demand includes titles from the BBC, PBS, Films for Peace, and each title. Special features allow you to organize and bookmark clips.

- **Academic Video Online**
  Academic Video Online allows users to cross-search all of the streaming video databases across a range of disciplines and regions.

Name that Timbre Part 2 (FULL VIDEO) [04:15] 126 VIEWS
Supporting Faculty with Technology

Case Study: Advanced Legal Studies course

Problem:
Students were not watching the video lectures the professor was requiring them to watch outside the class. Students were coming to class unprepared to discuss what they were required to watch and listen to.

Goal:
Find a solution to hold the students more accountable of the work they are required to do before coming to class so they are prepared for work inside the classroom.

Solution:
Introduced her to Zaption and EdPuzzle as 2 possible ways to create interactive videos. Allows users to create quizzes and questions right within the video. Can view whether students have watched and how they answered the questions.
Example of EDPuzzle
Faculty Perspective from Institute Participant/Mentor

- Why flip?
- Why participate?
- What I gained
Faculty Perspective from Institute Participant/Mentor

- Two related topics
  - Sampling techniques
  - Why samples work to estimate populations
- Add in-class experiment to statistics
Faculty Perspective

How?
- The old way
  - Lecture
- A little better
  - Lecture plus small group discussion/sharing of example
- Flipped
  - Pre-class videos
  - Group presentation with instruction and example
  - Hand in notes, scanned in to BB
- The next time
  - Incorporate Google slides on BB to present, edit, have notes in one place
    - (and less work for me)
Notes for Sampling Techniques

CJFS 1140
Section 1 (10:20-11:20)
Faculty Perspective

● The old way

With a partner, draw 15 samples of 5 cards and record the average for each. Then, draw a histogram of the frequency distribution of the averages.
Faculty Perspective

- The old way
- A little better

www.random.org/playing-cards

- With a partner:
  - Draw a sample of 5 cards
  - Record the average of the sample (using the scores to the right) in excel
  - Repeat to get 10-12 samples
  - Email me your sample means (gerickson09)
  - Calculate the mean of your means
  - Record lowest, highest, and mean of means on board
Faculty Perspective

- The old way
- A little better
- The current way
  - Consultation
    - Google forms
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Histogram

Mean = 7.00
Std. Dev. = 3.778
N = 52
Histogram

Mean = 7.00
Std. Dev. = 3.778
N = 52
Sampling Distribution of Means

- A frequency distribution of a large number of sample means from the same population
- Approximates a normal curve
- The mean of the sample distribution of means (the mean of means) = true population mean
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N = about 10
N = about 20
N = 163

Mean = 7.06
Std. Dev. = 1.739
N = 163
N=474

Mean = 7.11
Std. Dev. = 1.691
N = 474
Active Learning *In* the Classroom

- Peer Teaching with SRDs
- Collaborative Wikis
- Online Group Discussions
- Team-based Learning
- Group Quizzes
- Base Groups
- Turn-to-Your-Neighbor
- Writing (Minute Paper)
- Self-assessment
- Large Group Discussion
- Think-Pair-Share
- Triad Groups
- Informal Groups
- Case Studies
- Hands-on Technology
- Active Review Sessions (Games or Simulations)
- Inquiry Learning
- Role playing
- Jigsaw Discussion
- Forum Theater
- Experiential Learning (site visits)
- Team-based Learning
- Pause for reflection
- Simple
- Active Learning *In* the Classroom
What we heard from faculty about the Institute

- Introduction to resources, tools and solutions
- Opportunity to experiment in supportive environment
- Share experience and feedback with colleagues
- Enjoyable experience
- Train the trainer- develop local expertise within our departments
Think-Pair-Share

Turn to your neighbor and discuss how a Flipped Institute may be offered at your institution? What would you need to make this happen?
Closing Question and Reflection

What else do you wish you had learned in this session?

Contact us:
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Gina Erickson, gerickson09@hamline.edu
Caroline Hilk, chilk01@hamline.edu
Nicole Nelson, nnelson23@hamline.edu

QR Code link to resources and tools demonstrated

Or, go to http://bit.ly/2atFiaC