



Minnesota eLearning Summit

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Preparing Faculty to Flip: Lessons from a Faculty Learning Community

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eLearning Summit 2016

UNIVERSITY OF MINNESOTA

Center for
Educational Innovation



**MATERIALS AT:
Z.UMN.EDU/2016FLIPPEDFLC**



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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?



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!