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

Exploring the Flipped Side: Inside and Outside the Flipped Classroom

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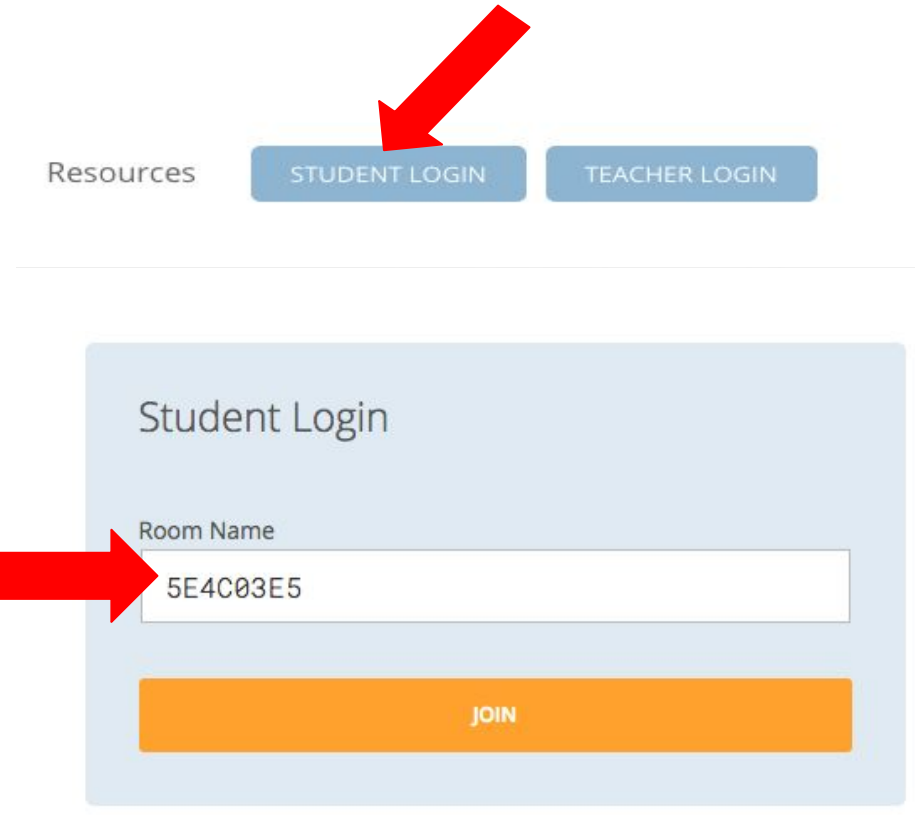Follow this and additional works at: http://pubs.lib.umn.edu/minnesota-elearning-summit

Exploring the Flipped Side:
Inside and Out

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Hamline University

HAMLINE UNIVEF

Welcome to Exploring the Flipped Side: *Inside and Out*

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

Resources   STUDENT LOGIN   TEACHER LOGIN

Student Login

Room Name
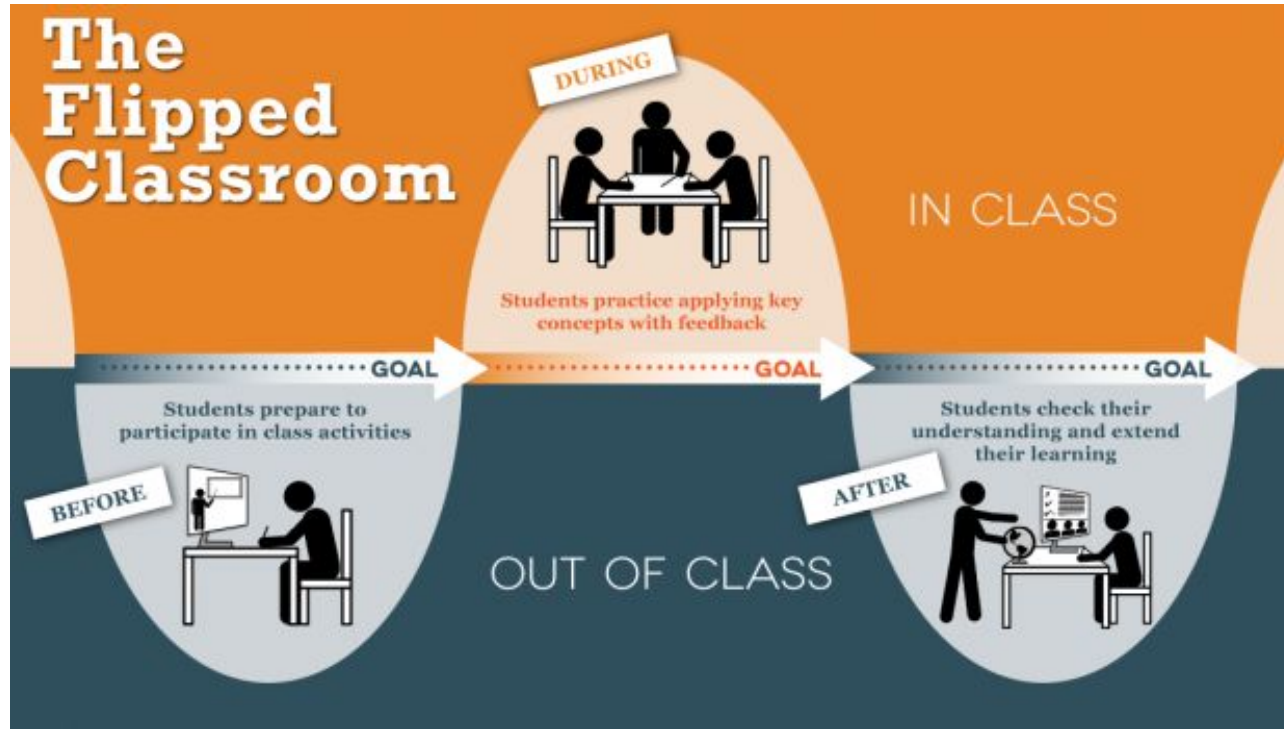
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JOIN

Room Name
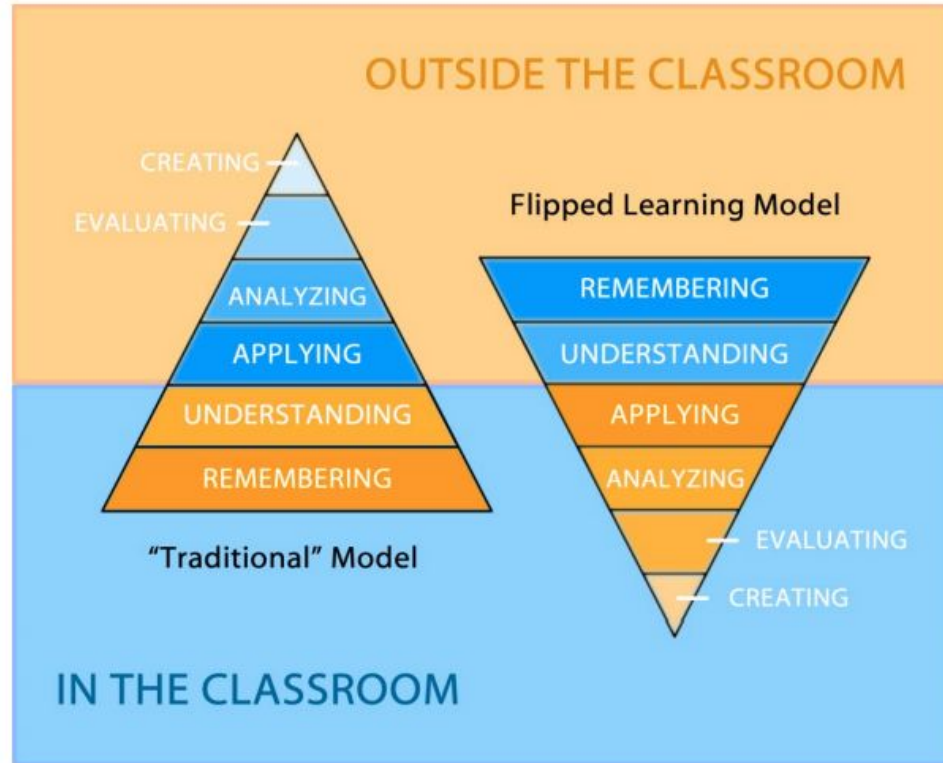5E4C03E5

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?

The Flipped Classroom

DURING — Students practice applying key concepts with feedback

IN CLASS

GOAL

BEFORE — Students prepare to participate in class activities

GOAL

OUT OF CLASS

AFTER — Students check their understanding and extend their learning

GOAL

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

Created with Screencastify

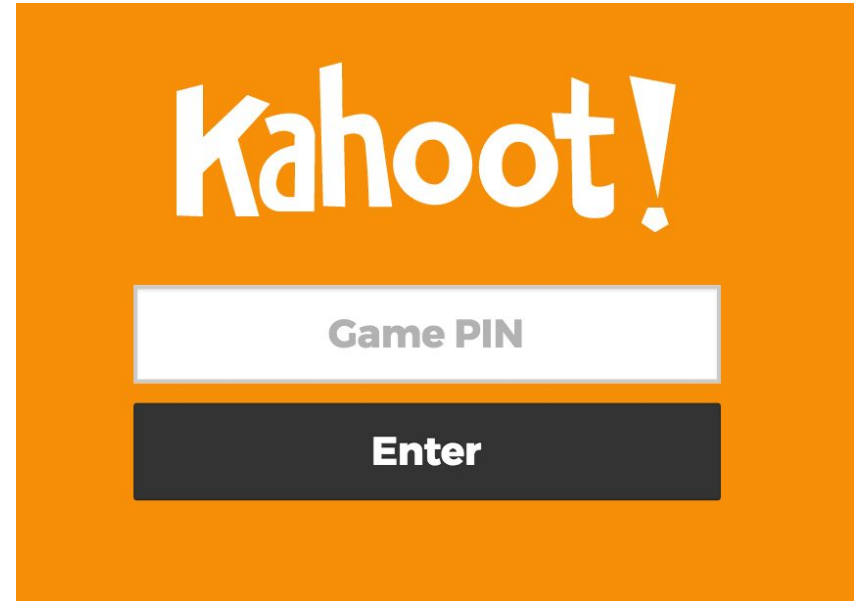Created with Screencast-o-matic

Created with Animoto

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.

Home   **Research**   **Elements of Music**

Course Description

This course introduces selected musical traditions from around th
Oceania, Latin America, or North America. Students will be introdu
context and various forms of human musical expression including
music, such as melody, rhythm, harmony, timbre, texture, and for
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 mu
  but any of the others, e.g. Artist, Performing Group, and Instrument, ma

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

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

0:00 / 4:15   CC   1x

☐ Theater Mode

Now Playing | Related | Share | Add to | Citation | Custom Segment

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.
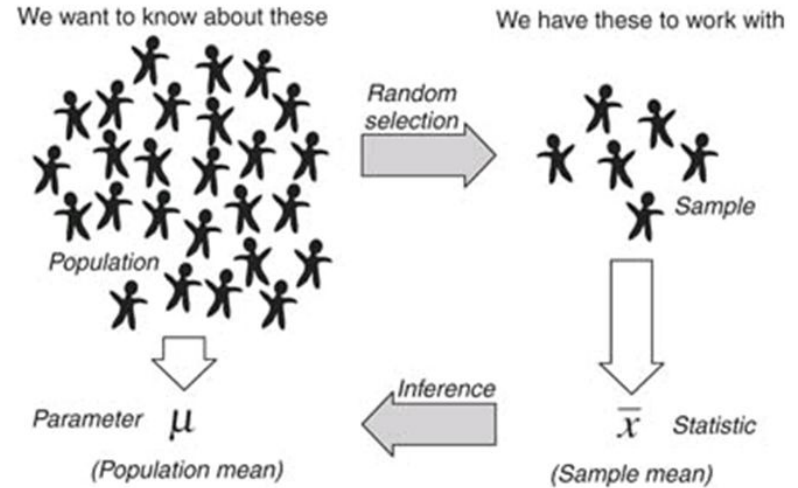
Example of EDpuzzle

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

We want to know about these

We have these to work with

Random selection

Sample

Population

Inference

Parameter μ

(Population mean)

$\bar{x}$ Statistic

(Sample mean)

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)

Week 7

Sampling Techniques Notes

Please complete a slide with your group's notes about your sampling technique. Materials from presentations and notes will be on the exam.

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.

k	13
q	12
j	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
a	1

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

k	13
q	12
j	11
10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
a	1

Faculty Perspective

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

Homework card draw

Enabled: Statistics Tracking
Attached Files: draw_cards.pdf (112.24 KB)

www.random.org/playing-cards

- Homework
  - Draw a sample of 5 cards
  - Record the average of the sample (using the scores to the right) in the google form
    - http://goo.gl/forms/ZvBCiQRiEt
  - Repeat to get 10-12 samples
  - Bring your data (10-12 means) to class on Wednesday

(click picture to access google form)

Random.org link

Playing Card Shuffler

Just change the Step 1 box to draw 5 - leave everything else as is (the default).

4. Confidence Intervals

Enabled: Statistics Tracking
Four minute video on confidence intervals

5. Confidence Intervals Video Series

Enabled: Statistics Tracking
Optional video series on confidence intervals

File Edit View Insert Format Data Tools Form Add-ons Help   **Comments**

Timestamp

| Timestamp	What is the mean of your	What is the mean of your	What is the mean of your	What is the mean of your	What is the mean of your	What is the mean of your	What is the mean of your
10/26/2015 11:55:28	5.2	7.6	8.2	6.2	7	6.8	7.2
10/26/2015 15:30:01	7.8	5.4	6	7.4	3.8	7	8.2
10/26/2015 17:12:32	9	9.6	7.6	8.2	7.2	9.4	4.6
10/27/2015 10:29:04	5.4	7.2	7.2	6.8	9.2	11.2	6
10/27/2015 13:33:59	5.4	8.2	6	6.2	5.4	6	4.6
10/27/2015 13:36:05	8	6.8	8.6	7.6	7.6	6.4	6.2
10/27/2015 16:51:34	7.6	5.4	9	5.4	7.8	7.8	6.8
10/27/2015 18:14:59	10.6	6.6	8.6	5.8	5	7.6	8.2
10/27/2015 19:27:18	9.6	6.2	8.4	10	9.2	3.2	8
10/27/2015 19:45:05	9.2	11.5	5.5	3.5	4	10	9
10/27/2015 22:04:44	5.6	4.2	9	5.8	5.8	9.2	8
10/27/2015 22:16:31	6.4	6.4	7.8	7.4	5.2	6	7.4
10/28/2015 7:46:40	6.8	5.2	5.2	5.2	6.4	9.8	7.6
3/18/2016 10:45:21	6.2	8	6.6	5	7	4.6	8.2
3/18/2016 12:42:09	7.6	6.6	4.4	7.4	8	7	9.2
3/21/2016 12:06:26	5.6	7.4	5.4	6.4	4.8	7	5.6
3/21/2016 12:15:47	7.4	4.4	4.4	7.4	11.2	9	4.8
3/26/2016 14:40:45	6.6	8.4	7.6	4.8	3.6	8	9.2

Histogram

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

deck

Frequency

Histogram

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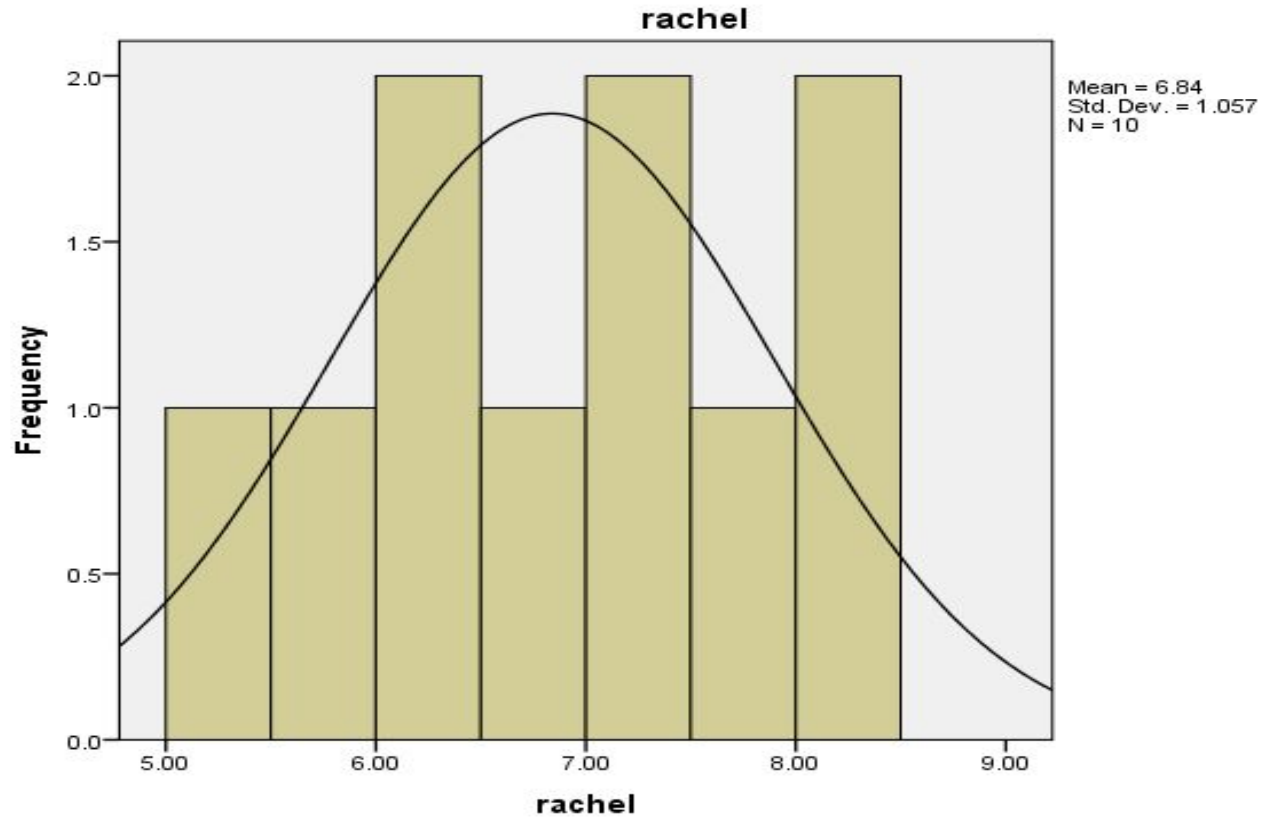Std. Dev. = 3.778
N = 52

deck
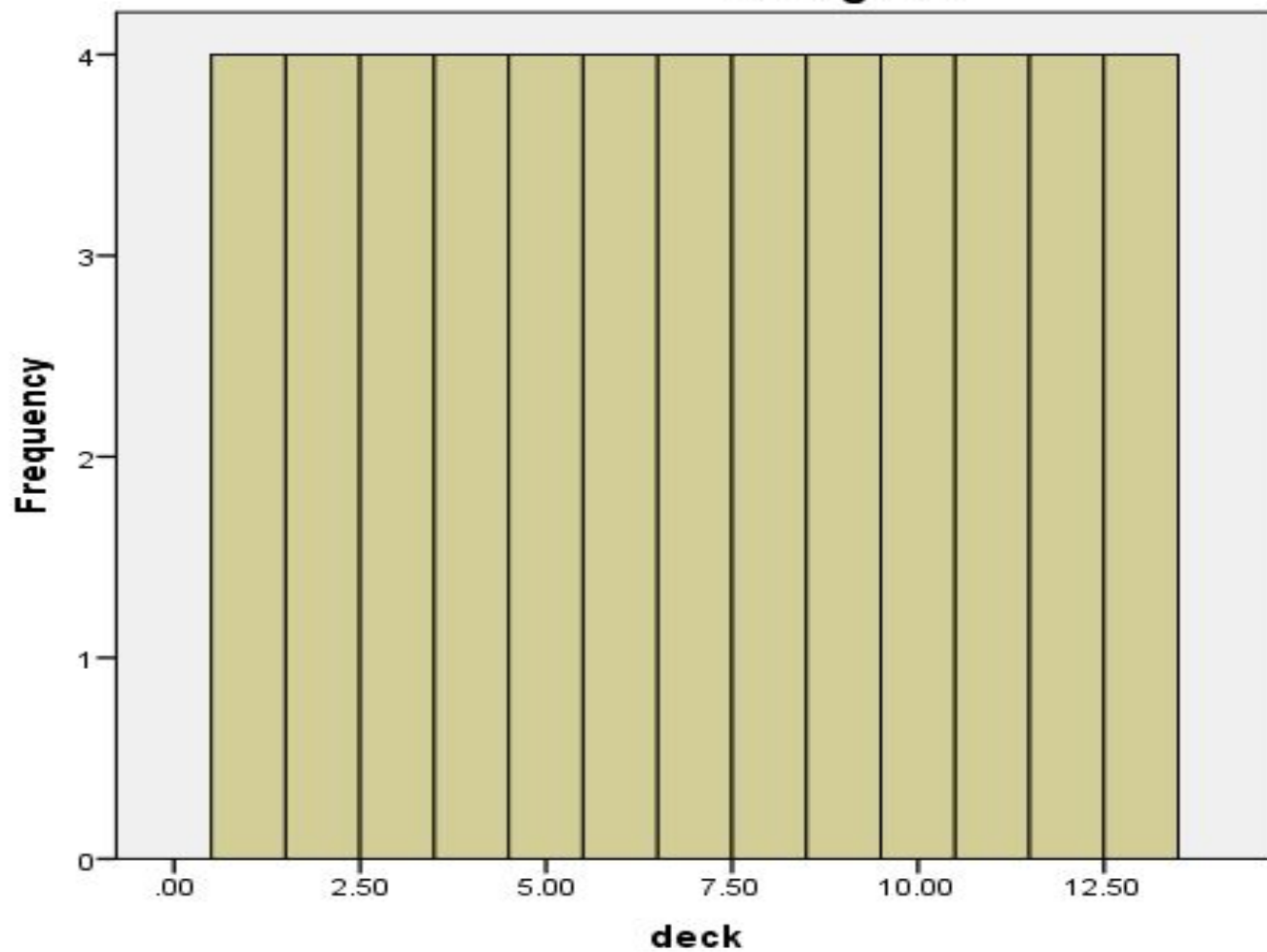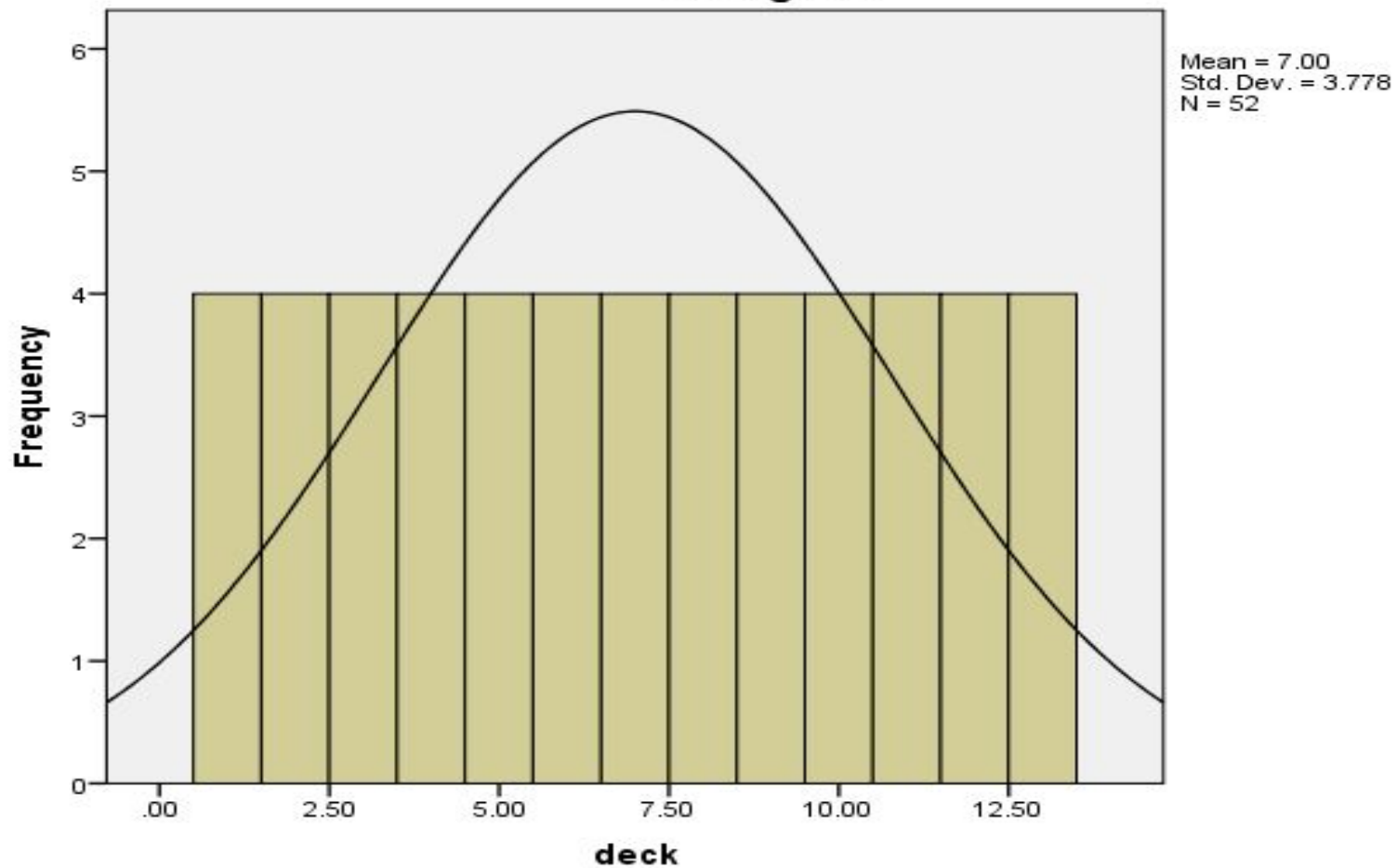
Sampling Distribution of Means

- 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

all_rounded

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	1	.6	.6	.6
	4.00	6	3.7	3.7	4.3
	5.00	26	16.0	16.0	20.2
	6.00	33	20.2	20.2	40.5
	7.00	30	18.4	18.4	58.9
	8.00	34	20.9	20.9	79.8
	9.00	20	12.3	12.3	92.0
	10.00	8	4.9	4.9	96.9
	11.00	3	1.8	1.8	98.8
	12.00	2	1.2	1.2	100.0
	Total	163	100.0	100.0	

N = about 10

rachel

Mean = 6.84
Std. Dev. = 1.057
N = 10

N = about 20

rachelbetina

Mean = 6.87
Std. Dev. = 1.217
N = 22

N = 163

Mean = 7.08
Std. Dev. = 1.739
N = 163

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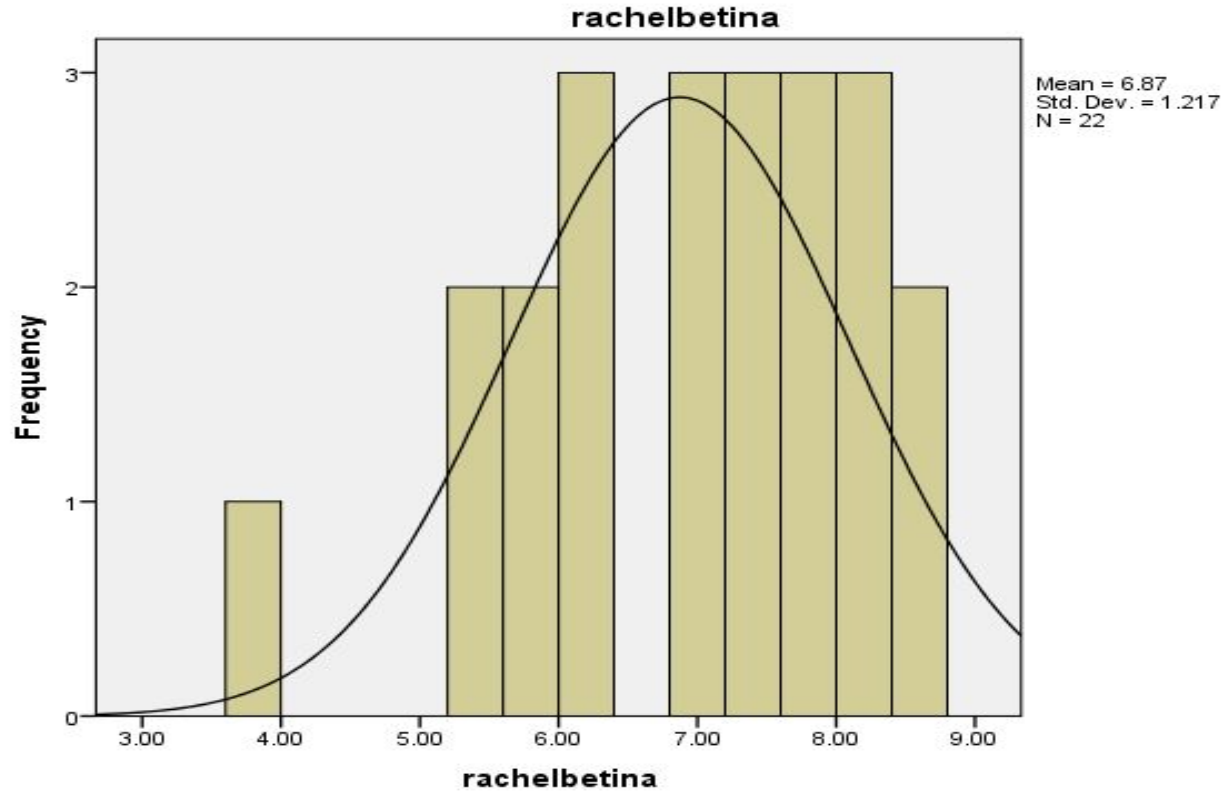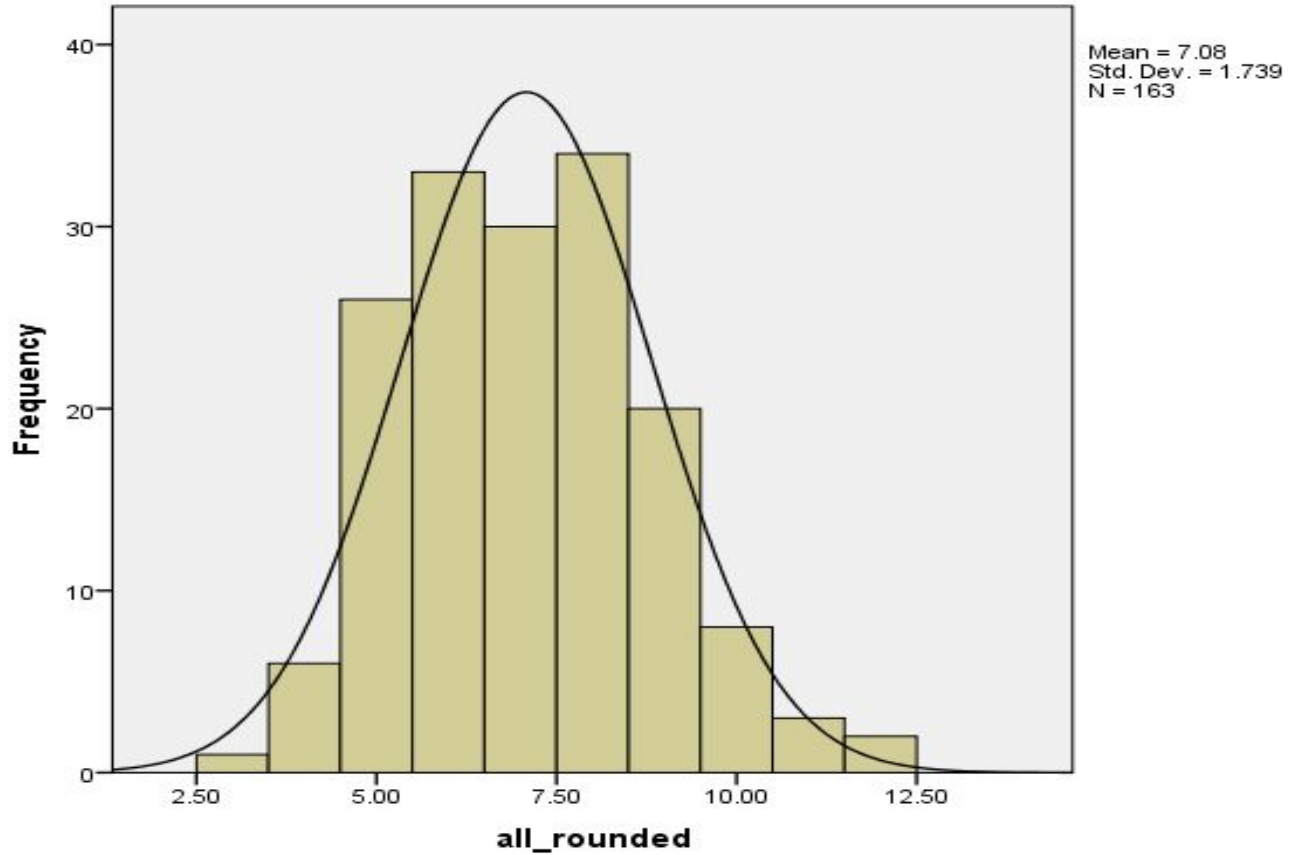
Mean = 7.11
Std. Dev. = 1.691
N = 474
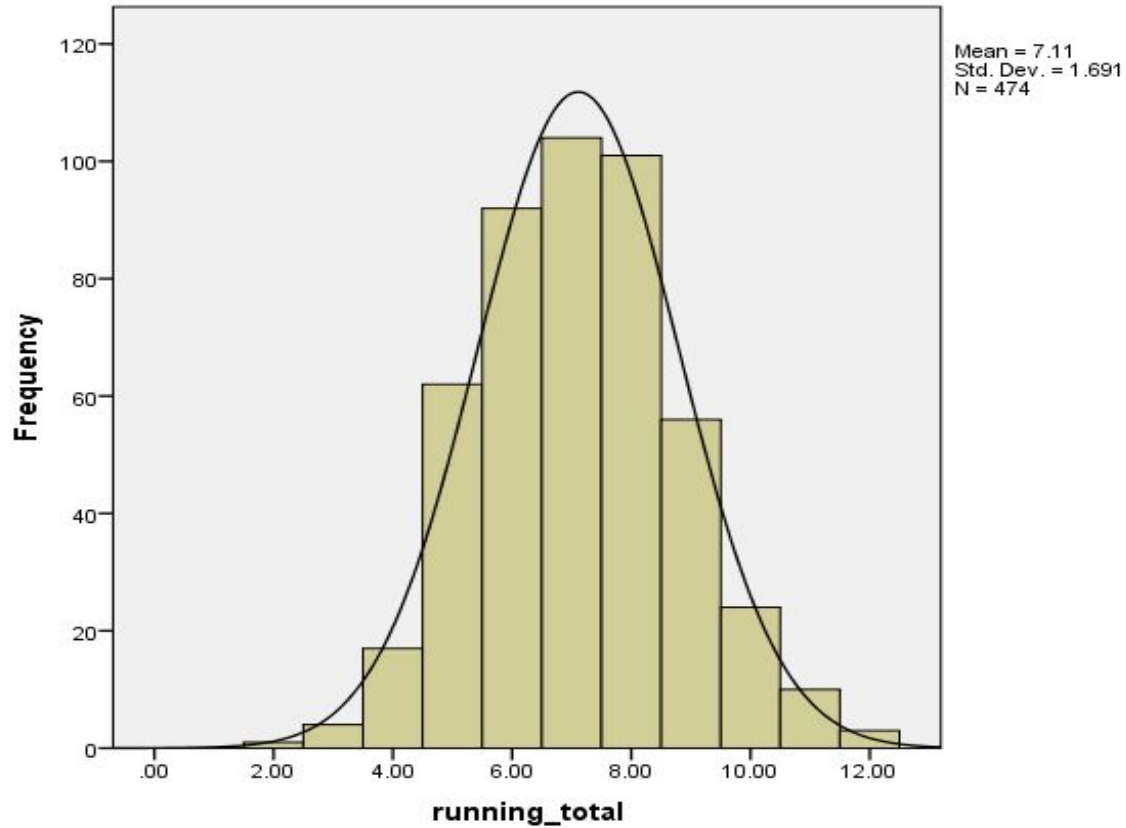
Active Learning *In* the Classroom

Complex

Experiential Learning (site visits)

Team-based Learning

Forum Theater

Collaborative Wikis

Jigsaw Discussion

Inquiry Learning

Role playing

Peer Teaching with SRDs

Interactive Lecture

Active Review Sessions (Games or Simulations)

Case Studies

Hands-on Technology

Group Quizzes

Groups Evaluations

Brainstorming

Online Group Discussions

Peer Review

Informal Groups

Base Groups

Triad Groups

Large Group Discussion

Think-Pair-Share

Writing (Minute Paper)

Self-assessment

Turn-to-Your-Neighbor

Simple

Pause for reflection

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:
Kate Borowske, kborowske@hamline.edu
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**