

DESIGNING HYBRID COURSES: A FLIPPED CLASSROOM MODEL

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Personal Learning Environments (PLE's as opposed to LMS)

Learning on Demand

E-learning

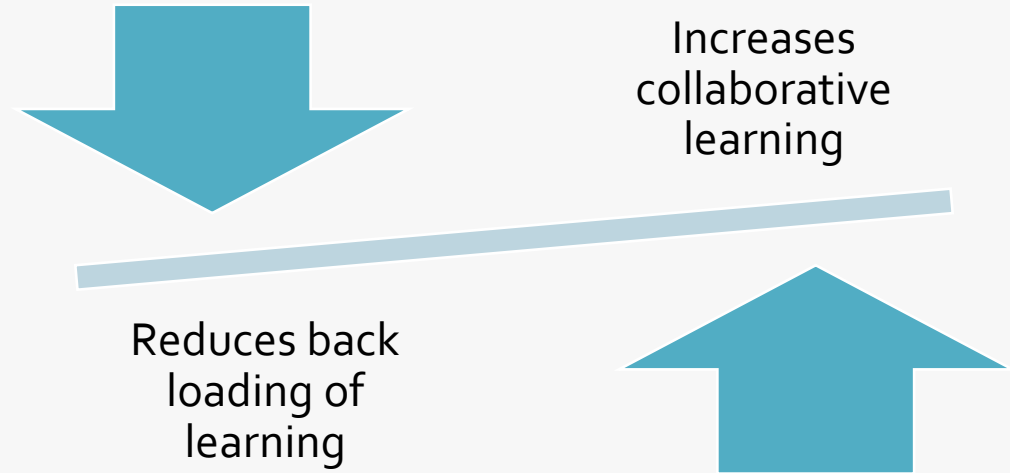
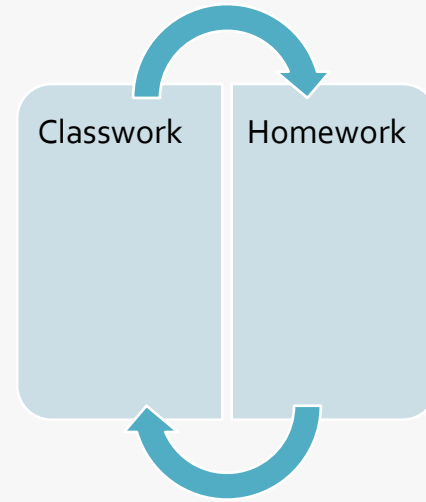
Pedagogy 2.0

Blended or Online or Hybrid Models

COMMON FEATURES

- Integration of formal and informal learning
- Collaboration
- Self-paced or self-regulated
- Flexible
- Empowering students
- Designed around student goals and learning styles
- Powered by Social Media- Wikis, Blogs, Twitter, WordPress
- User generated content
- Reference: Dabagg, N & Kitsantas, A, Personal Learning Environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning, *Internet and Higher Education* (2011), .doi:10.1016/j.iheduc.2011.06.002

What is a Flipped Classroom?



*Student
preparation
for
classroom
includes..*

- Viewing the lecture on the topic
- Reading the topic from the textbook
- Interaction with other students on discussion boards
 - Pose questions
 - Commenting on the material
 - Answering queries
- Taking a “quick check” quiz

What happens in the Classroom?

- Review of material from the topic
 - Important to keep it limited to “challenging” areas only
- Reinforcing learning of the material using different methodologies, usually in groups
 - Problem solving
 - Real life application of theory
 - Content based learning; current newspaper article
 - Research based project
 - Simulation exercises
- Rapid fire round
 - Practice questions, can use clickers or Poll Everywhere
- Assessment
- Outline of next topic

Preparation for a Flipped Classroom Model

- Take online courses – e. g. Coursera
- Attend seminars/webinars on Flipped Classroom Models
- LEARN NEW TEACHING TECHNOLOGIES
- Check available video lectures from textbook publishers
- Decide format
- Plan lecture topics-TOC-lectures need to be short
- Start planning in-class activities
- Plan short quizzes from the material—quick check
- Explore hardware available, educators discount
- Apply for grants

*Some cool
“free”
presentation
software
websites for
educators..*

- **Animation: Powtoon**
- <https://www.powtoon.com/online-presentation/dhpru5kUm7i/s-v-introduction/>
- **Haiku Deck**
- <https://www.haikudeck.com/chapter-2-economic-models-education-presentation-my6C38zo5y>
- **PollEverywhere**
- https://www.polleverywhere.com/free_text_polls/mEJdyBr2p7ReAZ6
- **Prezi—added sound**
- <https://prezi.com/nzfpvhaoltbw/copy-of-chapter1seg>
- **Youtube**
- https://www.youtube.com/watch?v=DroUk_yWJFM

Next step: Video capture and hosting

Some resources I explored..

- *Swivl.com* for recording live classroom lectures
- *Movavi.com* for video capture
- *Audacity.com* for recording audio
- *Camtesia Studio* for video and audio capture
- *Vimeo.com* for hosting videos
- *Youtube.com* for hosting videos

*Next step:
Video
capture
and
uploading*

Some questions to consider:

- *Do you want your lectures to be public or private?*
- For **public**: Youtube
- For **private**: You can save the video as an MP4 file, and save in dropbox.com
- Can opt for a private channel on Youtube
- Moodle?

*The
software
and
hardware I
opted for...*

- *Prezi* with recorded sound
- *PowerPoint*—imported *Haiku Deck*
- *Camtesia Studio Version 8*- for video and audio capture-\$143
- *Youtube.com* private channel-free
- *PollEverywhere*- substitute for clickers-free

- Microsoft Surface Tablet Surface Pro 3 with Pen and cover-\$927
- MS Office- \$10 –Student version
- Microphone-Borrowed

Recording the lectures..

1. Get the power-point slides ready

- Edited publishers slides
- Added pictures to make them more visually appealing
- Inserted blank slides for writing on the screen
- Wrote out a script-helpful in the beginning
- Decide how to break up a lecture into smaller chunks

2. Download Camtesia and view the demo videos—DON'T SKIP THIS STEP

3. Start recording...If you make a mistake, go silent for a while and start again, the mistakes can be edited later.

4. Record in 25-30 minute chunks and then SAVE in a raw file

5. Edit the raw file-takes the most time

6. Save as the final version and upload on YouTube

7. Post the URL on the Moodle page for the course

What I learned..

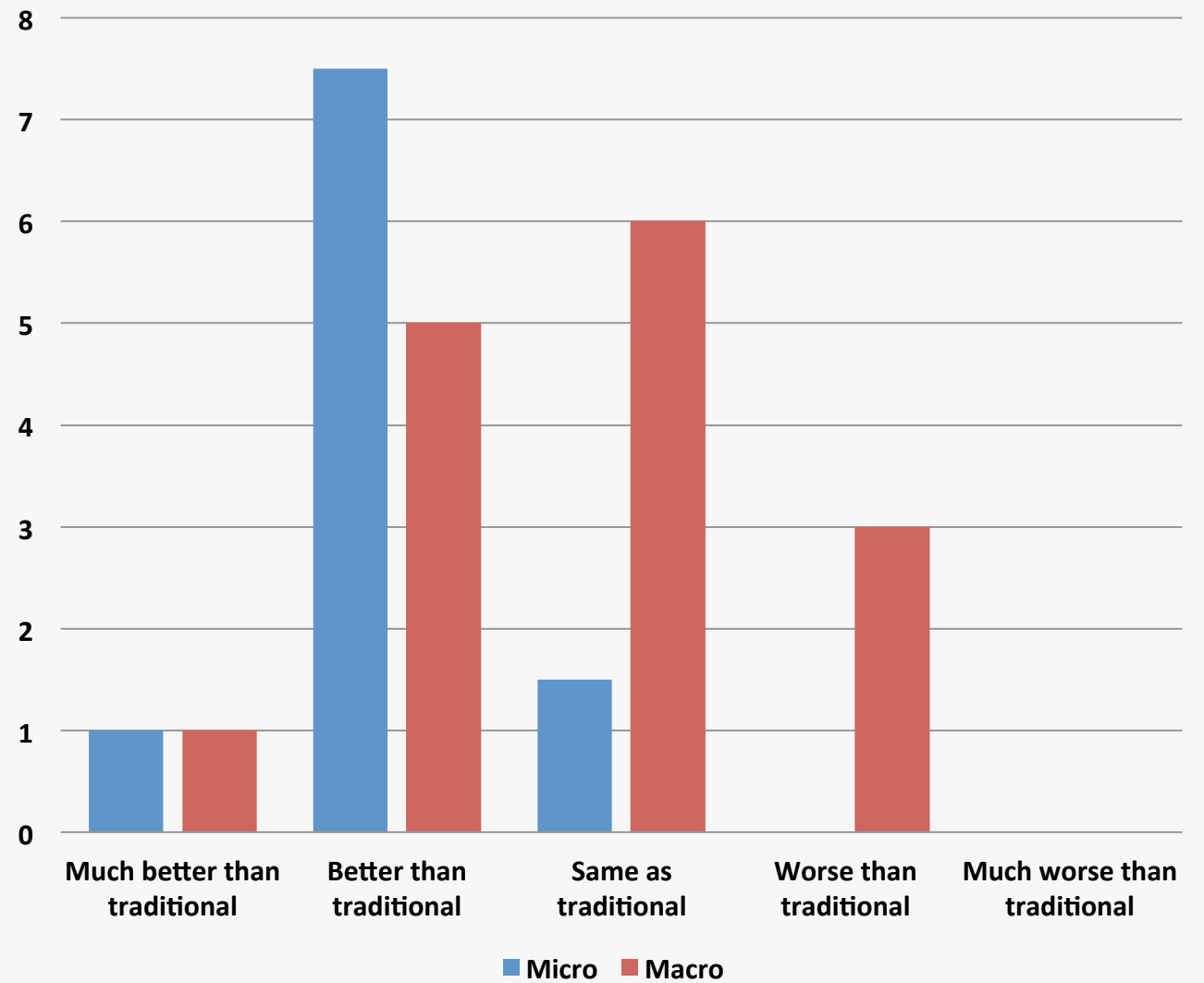
- While exciting, it is extremely time consuming to record lectures, so **start small**
- Setting up two courses as flipped classroom was **over-ambitious**, even during a sabbatical
- While there are many new start-ups in the field of Ed-tech, go for the established players
- Topic overview is a must and if possible insert a TOC
- Insert quick check questions with the video lectures to break monotony
- Edit, edit, edit
- Take time to plan the classroom exercises-focus on giving better questions-as important a recording lectures
- Need to think how you will assess the student progress

How is the flipped classroom going..

- Don't have a good way to ensure students view the lecture before coming to class
- Use of handouts /problem sheets on assigned topics, but should have **posted the questions online on Moodle**
- Students want me to **summarize discussion** in the beginning of the class
- The **collaborative chat boards** didn't work
- Good idea **to shuffle groups each time** for an effective class discussion
- **Intense preparation** is needed to administer multiple classroom activities
- Different groups of students react differently—**student commitment for self-directed learning is missing**
- Will be trying the same model with **intensive/graduate students**

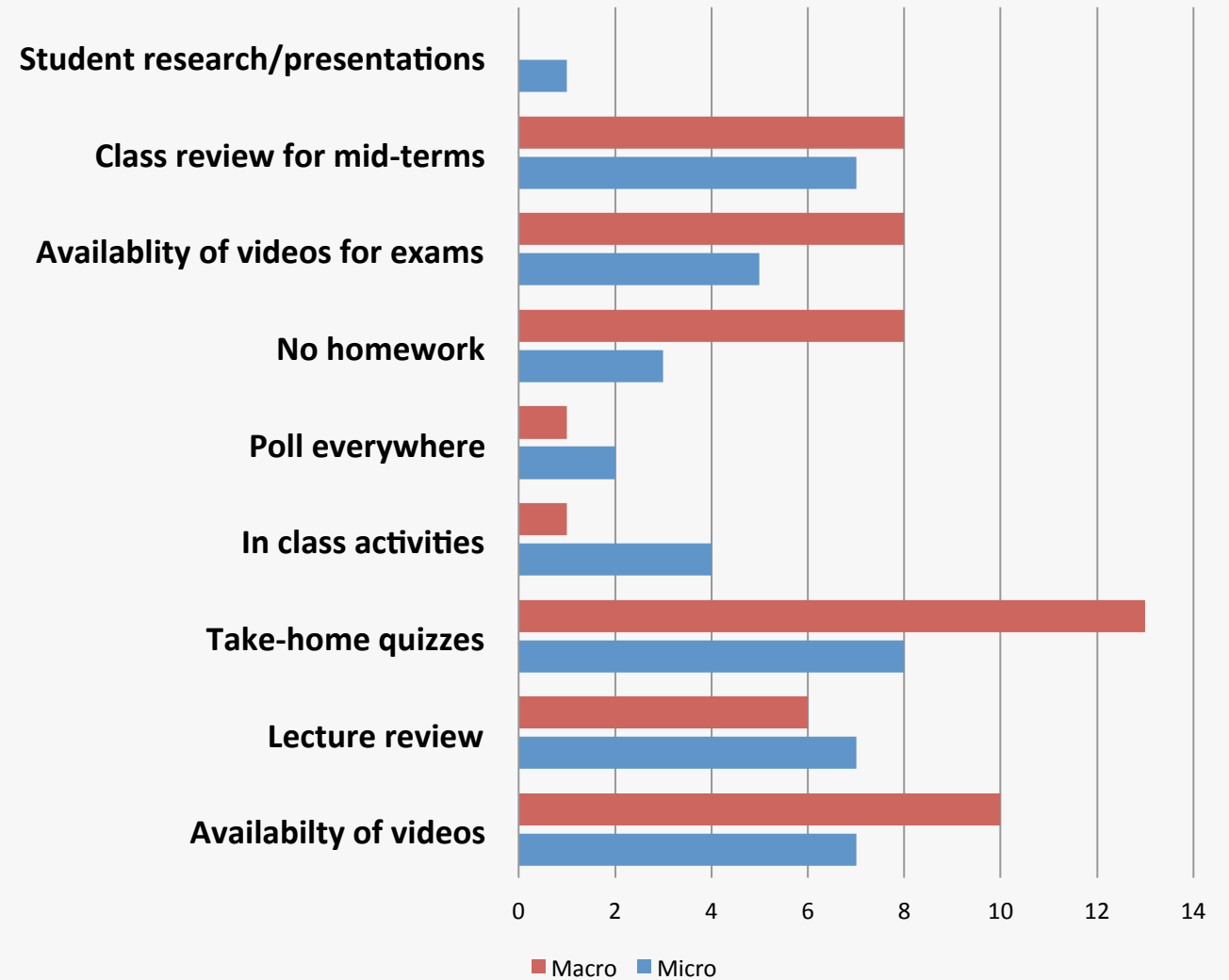
Student feedback..

Does flipped classroom help you learn material...



Student feedback..

What I like about flipped classroom



GO FOR IT!

*I am available if you need help with setting up a flipped classroom.
Please don't hesitate to contact me. My e-mail is
sverma@ndnu.edu*

Thank you.