The Classroom Flip: 
Becoming the “Guide by the Side”

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Faculty Frustrations

• Students are unprepared for class
• How do I get my students to spend enough time in the class material?
• How do I get them to read the text?
• How do I help them apply the content?
• If I use active learning strategies, how do I get in all the content?
My Frustration

- Students don’t seem to be “getting it”
- The “tyranny of the lecture”

Two Converging Trends

Change in Educational Philosophy

From the “Sage on the stage to the Guide by the Side.”
Two Converging Trends

Change in Educational Philosophy

Introduction of New Instructional Technologies

Old v. New Technologies

<table>
<thead>
<tr>
<th>“Old”</th>
<th>“New”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>Interactive</td>
</tr>
<tr>
<td>Analog</td>
<td>Digital</td>
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<tr>
<td>Linear</td>
<td>Non-linear</td>
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The question

• How can college professors teaching face-to-face courses use these technologies to transform their classrooms?

A suggested answer

Bring the pedagogical and technological trends together

Change teaching and learning in the traditional undergraduate classroom
Assumption

- New information technologies
  - provide lecture content
  - open up time for active learning

Goals

- Find an approach to move from “sage” to “guide”
- Reduce time spent on lecturing
- Open up class time for active learning
The Classroom Flip – Int’l Conference on
College Teaching and Learning
(Jacksonville, FL)

Goals

• Focus more on understanding and application than on recall . . .
• . . . while not sacrificing presentation of the factual base
• Provide students with more control over their own learning

Goals

• Give students a greater sense of responsibility for their own learning
• Provide students with more opportunities to learn from their peers
The Classroom Flip

- Move lecture material out of the classroom through online delivery
- Extend conversation out of class through threaded discussion
- Move “homework” into the classroom where faculty can serve as guide
- Use opened up time for application and practice

Online Components

- “Lectures”
- Threaded discussion
  - Extend the conversation
  - Give voice to silent students
- Quizzes
- Student Presentations
Classroom Changes

• Time for Active Learning
• Structure for class:
  – Clarify
  – Expand
  – Apply
  – Practice

Sample of a Flipped Course

• Graphic Design for Interactive Multimedia
Graphic Design Example

• Online lecture content module
Graphic Design Example

Faculty Assessment

- Cheryl Irish
  - Special Education
  - Small class (10)
  - Used online discussion

- Susan Warner
  - Marriage and the Family
  - Large lecture class (58)
  - Used online discussion
“I can now use class time for discussions and learning activities I didn’t have time for before. I was frustrated with the short amounts of time I had in the past for these important experiences, but with WebCT for the concrete activities, we’re able to focus on higher levels of learning in class.”

“WebCT provides me with a mechanism for holding students accountable for reading assignments. They read the assignment and then take quizzes and participate in small group discussions over the reading material while in WebCT. This leaves class time for expanding on the topics and discussing them at a deeper level because they have been prepared before coming to class.”
“I was concerned my students have an outlet to be able to discuss relevant issues that surfaced during class discussion. So I divided them into group of approximately eight students. Each group had its own private bulletin board where they could post their reactions. They would often talk about their own families in ways they would not in class.”

**Student Assessment**

- **Survey of Six Web-enhanced Classes**
  - Range of Sizes: 9-58
  - Mean Class Size: 21.3
  - Students in-tab: 128
- **Survey of Four Lecture Classes**
  - Range of Sizes: 13-33
  - Mean Class Size: 22
  - Students in-tab: 88
Student Assessment
Statements with strongest positive ratings
(Strongly Agree = 1)

The class encouraged me to spend more time collaborating with other students than I typically do in other classes. (Graphic Design 1.3; All Web-enhanced 2.73, Lecture 3.23, p<.002)

I feel I learned from my fellow students through their presentations and comments in class discussion. (Graphic Design 1.7; Comm in the Info Age 2.3; All Web-enhanced 2.05, Lecture 2.8, p<.003)

Class discussion encouraged critical thinking. (Graphic Design 1.4; Comm in the Info Age 1.8; All Web-enhanced 2.08, Lecture 2.14, p<.246)

In-class time was spent more in discussing implications than in presenting facts. (Graphic Design 1.8; Comm in the Info Age 1.9; All Web-enhanced 1.89, Lecture 3.1, p<.000)
Student Assessment

Statements with strongest positive ratings
(Strongly Agree = 1)

Goal: Student control of learning

The [online/class] resources provided me with more control over my own learning.
(Graphic Design 1.8; All Web-enhanced 2.64, Lecture 2.02, p.<.002)

Goal: Student sense of responsibility for learning

I was more responsible for my own learning in this class compared with others.
(Comm in the Info Age 1.8; All Web-enhanced 2.10, Lecture 2.69, p<.000)
Student Assessment

Statements with strongest positive ratings
(Strongly Agree = 1)

The online material and in-class discussion made the course more of a forum than a lecture. (Comm in the Info Age 2.1; All Web-enhanced 2.05, Lecture 3.3, p<.000)

Conclusions

• Features of Course Management software have utility for face-to-face classes
• Classroom Flip model suggests faculty can
  – bring benefits of increased interactivity and collaboration in class
  – not sacrifice any coverage of content