Pedagogy in an Age of Technology: The Classroom Flip Model

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Introduction

- New technological resources available . . .
- . . . but it’s not about the technology.

“Pedagogically Effective”


Seven Principles

- Encourage student-faculty contact
- Encourage cooperation among students
- Encourage active learning
- Give prompt feedback

Seven Principles

- Emphasize time on task
- Communicate high expectations
- Respect diverse talents and ways of learning


Identify a Need

1. What is your need?
What I Wanted to Fix

- Find an approach to move from “stage” to “side”
- Reduce time spent on lecturing
- Open up class time for active learning

What I Wanted to Fix

- 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

What I Wanted to Fix

- Give students a greater sense of responsibility for their own learning
- Provide students with more opportunities to learn from their peers

- Key: Use LT in pedagogically effective ways

2 Develop an Instructional Strategy
Pedagogy to Practice

- Needs to be a relationship between Your Instructional Need

Selection of an appropriate instructional strategy (with an eye to the Principles for Effective Practices)

2a Active Learning (The in-class component)

2b The Classroom Flip (Facilitating the in-class change)
The Classroom Flip

- Move lecture material out of the classroom through online delivery
- Extend conversation
- Do text quizzing online
- Hand in homework electronically
- Move "homework" into the classroom where faculty can serve as guide
- Use opened up time for application and practice
- Have more time for active learning

My first memo on how to change class (Fall 1995):

Slides from last term

Opening Questions

- TTYP – What are the five approaches? Take turns with your partner naming and describing each, as best you can.

Discussion Question

Working with your CMS (The out-of-class component)
Pedagogy to Practice

- Needs to be a relationship between
  - Your Instructional Need
  - Selection of an appropriate instructional strategy (with an eye to the Principles for Effective Practices)
  - Use of LT to support the strategy

Need→Strategy→LT

<table>
<thead>
<tr>
<th>Need</th>
<th>Strategy</th>
<th>LT Support</th>
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<tbody>
<tr>
<td>My student’s aren’t prepared for class discussion because they haven’t kept up with the reading.</td>
<td>APPLICATION OF 7 PRINCIPLES: ENCOURAGE ACTIVE LEARNING, EMPHASIZE TIME ON TASK, COMMUNICATE HIGH EXPECTATIONS</td>
<td>Online quizzes can be set up in a module available right up to the time class starts with turn off. Students must read the material &amp; take the quiz before class.</td>
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<tr>
<td>Encourage their engagement with the readings through discussion of key points with others in the class.</td>
<td>Use more frequent quizzes over the text readings. Set up discussion groups for the class in the Threaded Discussion area in which all reading can be done.</td>
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Moodle Survey

- Fill in the survey on the tools in Moodle.
- Hand it in before leaving.
- We will start with the results in tomorrow’s session.