The Flipped Approach to a Learner-Centered Class

A Magna Online Seminar presented on February 12, 2013 by Dr. Barbi Honeycutt, director of graduate teaching programs at North Carolina State University, adjunct assistant professor in the Department of Leadership, Policy, Adult and Higher Education in the College of Education at North Carolina State, and creator of Flip It Consulting.

The Flipped Approach to a Learner-Centered Class teaches participants:

- Participate in a flipped learning experience modeled for you on video – including a discussion of what worked and what can be improved
- Analyze each piece of a simplified lesson plan to recognize flippable moments
- Discover ways to flip your existing lesson plan(s)
- Identify the skills you need to develop to effectively manage the classroom part of the experience
- Generate ways to engage students through effective questioning and discussion strategies
- Receive a list of additional resources and articles to continue your professional development in designing effective learning environments

Editor’s note:
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Hello, and welcome to Magna's online seminar The Flipped Approach to a Learner-Centered Class cosponsored by Magna Publications and The Teaching Professor. I'm Nancy Kern, and I'll be the moderator today. I'm pleased you could join us. If you haven't already printed the handouts, select the file you wish to print from the file-share box on the left of your screen, and then click the save-to-my-computer button to download, open, and print it.

And now I'm pleased to introduce Dr. Barbi Honeycutt. Dr. Honeycutt currently serves as the director of graduate teaching programs at North Carolina State University and as adjunct assistant professor in the Department of Leadership, Policy, Adult and Higher Education in the College of Education at North Carolina State. She created 'Flip It Consulting' in 2011. She and her colleagues design and deliver programs to teach you how to flip your workshops, seminars, training sessions, classes, and meetings. Welcome, Barbi Honeycutt.

Excellent. Thank you, Nancy, and thank you, everyone, for signing up for today's seminar. I think we'll have a good time looking at all the different ways we can flip our classrooms and think about how we enhance learning and have a little fun, which I hope you saw from the opening video. I like to have a little fun in the classroom when I can. I want to start, speaking of fun, I guess, I want to start by taking a look at a quiz. In the essence of flipping our workshop, I want to show you a lot of different ways to flip.

And a lot of people out there are thinking that flipping involves, you know, watching a video before you come to class, and then maybe your students take a quiz or do something with that information. So we'll start our workshop with that model, but I hope by the end of the workshop you are able to see all the different ways you can flip a classroom outside of simply using videos.

So what I'd like to do is in the context of using a video, I'd like to give you three quiz questions, and we're going to actually look at the results in real time, so you'll have a chance to actually come in and click your answers. And I noticed a lot of you have several different faculty members and participants at your colleges, so if you would, maybe take a moment and decide if you're just going to have one person represent your group and answer the questions or maybe do a majority by a show of hands. And I'll give you a second to figure that out.

Okay. So we're going to start. Our first quiz question is, what are the four parts of a flipped lesson plan based on our video? So response number A is beginning, middle, break, or end. B is purpose, procedure, activity, or
summary. C is purpose, prior to class, in class, and closing. And D is purpose, in class, after class, and closing. So far we have 17 responses for C, a few responses for B and D. It looks like most people are looking at C. Okay. I think all responses are in. And C is the correct answer, and I'll take a moment and explain.

Basically, when we're looking at flipping a lesson, we're talking about making sure that we have a purpose to our class, and then there are activities that we design prior to class as well as the in-class experience and finally closing. And we have to really think carefully about all four parts of flipping a lesson. I think people are too quick to say, oh, let me focus on what students are going to do before they come to class, and they forget to really put learning outcomes and structure around that experience.

You want to do that for the prior two class activities as well as the in-class activities. And today, we're going to focus on looking at that when we look at an example lesson plan. And finally, we also want to look at how you close a class or end a class, because the beginning, I'm sorry, the end of this class is the beginning of your next class. And we'll talk about how you can make that continuity more seamless from lesson to lesson.

Okay. Let's look at the next question. What is the lowest level of Bloom's Taxonomy? If we're looking at the classic Bloom's Taxonomy, the lowest level could be either A, evaluation, B, application, C, understand, or D, knowledge. It looks like most respondents, everyone has said D, knowledge, and you would be correct.

The answer is D, knowledge. Knowledge-level learning outcomes address those basic or fundamental levels of thinking. And, you know, the word cues we often think of are things such as list, define, or recall, memorize. They don't take a lot of higher level critical thinking skills to achieve those learning outcomes, excellent.

Okay. Let's look at number three. Quiz question number three is, which level of learning outcomes should we focus on in the flipped class? A is outcomes at the top of the pyramid. B is outcomes at the bottom of the pyramid. Answers are coming in fast, and most answers seem to say A, the top of the pyramid, a couple of answers for B. A in this case would be correct.

We want to focus on the top of the pyramid when we are in class with our students, because in the flipped classroom, this is where we want to enhance those critical thinking skills. And too often, we save those for the time after class, the homework assignments, the group projects, the things that students do when we're not with them, whereas in a flipped class, we
want to be with our students when they are struggling and working through these higher-level critical thinking skills.

This is when students are doing synthesizing. They're analyzing. They're evaluating. Maybe they're critiquing or judging. And these take more advanced skills. And often if you're there to support that learning, then that is where the flipped classroom can enhance. And we're going to see how this works a little later when we actually do an example lesson plan together, and we'll start to flip our own thinking about how we can teach in the flipped classroom.

So this leads us to our learning outcomes for this seminar. And we'll give those a moment to load. We have three learning outcomes for this workshop. Our first one is to expand the definition of what it means to flip a learning environment. Our second learning outcome is to actually analyze a flipped lesson plan. And our third outcome is to identify the skills you need to develop to flip, to make sure that your flipped classroom is successful.

And, you know, just because you know how to create a great lesson plan or design a great lecture doesn't mean that you have all the skills or the characteristics to successfully implement that plan. And so we want to make sure that you're thinking about your professional development and what you need to make sure that flipped classroom is a positive experience for both you and for your students.

So let's start with just defining the flip. There's a lot of buzz out there about the flipped classroom and what that means. And there's probably a variety of definitions ranging from I've done this all the time, this is just student-centered learning, all the way to flipped classrooms are the newest, latest, greatest fad. But let's take a look at some of the definitions of what some other researchers are saying about what it means to flip.

Probably the classic definition or the first definition that people think of when they think of flipping is moving from the idea that you're doing homework in class and what you would normally have done in class, such as lectures would happen outside of class. So students would watch prerecorded lectures of your classroom, and then they would go to your class and actually do the lessons together. And that's one way to look at the flip.

But if you think about it, the, you know, a video of a lecture is still a lecture. And really with the flip, we're trying to move away from too much lecture. And I'm not bashing lecturing. Lecturing can be effective. But we're looking at totally shaking up the classroom environment and doing things in a different way.
Another way to define a flip is to move from instructor-focused to student-focused so moving, again, like we were saying, from lectures to active learning strategies. Some people might think of that as moving from individual to collaborative strategies, although you can flip a class with individual activities as well, if you think about, you know, students doing worksheets individually or doing a quiz, much like what we did at the beginning of this workshop. Or maybe they're having quiet time in class to reflect or think through problems or write.

All of those are ways to flip the classroom, and, again, it's about shifting that energy away from the instructor and turning it towards the students. So Jonathan Bergmann and Aaron Sams are probably two of the most cited authors that I see now with flipping the classroom. They wrote the book in 2012 *Flip Your Classroom: Reach Every Student in Every Class Every Day*. And these two high school teachers are flipping chemistry classes. But when they're defining the flip, it's not just about the videos.

Their first definition of the flip is it's not about flipping the when and where instruction is delivered, although that is part of it. It's really about flipping the attention away from the teacher and towards the learner and then leveraging the educational tools to enhance that learning environment. And notice the word educational. They never said the technological tools. They said educational tools. So it could include many things. The video is just one way to do that.

But really what I'm seeing across the nation and across the world globally is that the conversation is trying to move towards flipping in terms of shifting that energy away from the teacher and towards the students. For some reason, flipping has become synonymous with, you know, technology and videos, but you really don't have to have those to flip your classroom effectively. I think the true essence of the flip is really focusing on that student.

So I want to dig a little deeper and look at some alternative ways to think about the flip, and maybe this will help you just sort of expand how you define the term. One way that you can look at it is to take Bergmann and Sams' definition and maybe think about another way to define the flip in the context of Bloom's Taxonomy. If you want to think about the lecture class, in class we tend to focus on those lower-level learning outcomes, and we save the out-of-class time for those higher-level learning outcomes.

And when we flip that, we focus on the higher-level learning outcomes in the class with the students, and then the students are doing the more, you know, list, define, describe, those kinds of things outside of class. And,
you know, it's not always about the technology, as we said, but the technology can help leverage this. If your students are watching a video outside of class, then when you come into class, they're more prepared to have those discussions both with you and with each other.

Another way to think of the flip, I've seen a few educators, Shelley Wright is one in particular who is a teacher and a blogger about education, and she has actually thought about flipping the taxonomy completely on its head. And for me, I really saw this as related to time on task in class, so maybe when you're designing your lesson plan you spend more time in class on those higher-level critical thinking skills and less time on the lower-level critical thinking skills.

For me, it all comes down to how I've sort of built my business, and I've sort of framed my thinking, is to take the flip and turn it into an acronym, Focusing on our Learners by Involving them in the Process. And for me, this really defines it, because at its core, flipped classrooms are really those student-centered learning environments. We bring in active learning strategies, and we focus our class time on problem solving, creating, critiquing, synthesizing.

And one thing is these learning environments are very dynamic. They're very interactive. And they're what I call messy. And a lot of instructors are not comfortable with messy. And so at the end of this workshop, we're going to talk about how you can become more comfortable with an environment that's like this where it almost seems like you're letting go of control, and it is risky.

And so there's elements to this that we need to put in place, one of which we can do with a lesson plan. As we think about your new role as a facilitator of learning and not a lecturer, there are definitely some strategies we want to keep in place when it comes to thinking about how you plan your lesson.

So when I was asked to lead this seminar, one of the first things that I asked myself when I sat down to plan was what do the participants need to do, not necessarily what I'm going to talk about? So I'm going to spend the first part of this workshop talking, but the last part of this workshop is very much you doing activities. And if you can come to your lesson plan and start with this question of what do my students need to do, then it will really shift and flip, if you will, your thinking about how you walk into your classroom and what happens in that space.

It's not about designing a lecture and saying, what am I going to talk about today in biology? It's about what do the students need to do to be able to achieve these learning outcomes? And when you lead with this question,
instantly your lesson plan or your lecture plan will immediately focus on your learners and not on you. And so what I want to do is to take this opportunity to actually flip this part of the workshop. So we're actually going to flip a lesson. We're going to use the lesson plan handout.

If you have it, you can certainly walk along and use it as we go through the next part of the workshop. If you don't have it, when you watch this later, you can pull out the handout and work on it on your own. But right now if you just had a scrap sheet of paper, that would work just fine as well. So if we recall from the video, this is just a screen shot, the four parts of our flipped lesson plan will be a purpose, what we're going to do prior to class, what we're going to do in class, and then how we're going to end the class, how we're going to close it.

And it's important to have learning outcomes and strategies for each part of the lesson plan. And that's going to be essential to integrating all four parts of the plan. This is very different from saying, oh, let me record my lecture and put it online for students to watch. What we're looking for is a more integrated approach where students can see the learning happening from beginning to end.

So when we talk about the four parts of the lesson plan, I just want to dig into these just a little bit more. You know, your purpose, again, should be what should students be able to do at the end of the lesson? And this should be a big goal. It shouldn't be something as simple as, you know, list the parts of a microscope. It should be dynamic and big. It should be a tough goal that the students have to achieve.

When we talk about prior to class, we should have learning outcomes that the students achieve before they come to class, and then we have learning activities to support that and something to hold them accountable for making sure that they've done that work. And I just want to take a moment and share a story from my class I taught last fall. I teach a graduate-level course called Teaching in College. And there were 15 students in the class last semester.

And on the first day of class, I gave them a reading assignment. I said, read chapter two. And I was going to use it as a teachable moment. So they came back to class two days later, and they said, I said, okay, I would like to go around the room, and I would like to find out if you read the chapter. And, of course, you know, they panicked. But I said, just bear with me. And I walked over to the whiteboard, and I grabbed a whiteboard marker, and I said, okay, and I called on each student.

I said, okay, Mark, tell me how you read the chapter. And Mark was panicked, and he said, I read the whole chapter, and I understand
everything, and I looked at all the quiz questions, and I know how to answer everything. And I said, well, be honest, Mark. Tell me really how did you read it? And Mark said, well, actually, I just skimmed the headlines and just made sure I had the gist of the chapter. So I wrote on the whiteboard that Mark skimmed the chapter.

And I went to the next student, and I went to Natalie, and Natalie was there. And I said, okay, Natalie, how did you read? And Natalie said that she was dropping off her kids off at daycare. She was riding with her husband, and she just quickly glanced at the chapter, saw a few things, and said she was ready for class, and that was it. So I literally wrote down that she sort of skimmed the chapter quickly.

Third student, went over, and I went over to Molly, and Molly said that she had a different approach. She liked to outline the chapter, so she had created notes and an outline. She had typed everything up. It was very organized. So she was ready for class discussion. I went to the fourth student. The fourth student did not have a chance to read. And I say all this because as instructors, we say something as simple as read the chapter, but already four students interpreted that in completely different ways.

And literally all 15 of my students looked at reading totally different than what I wanted them to be able to do with it. And your video, anything you have the students do before class, this same story applies to them. Watch this video. Well, what do you want me to do with it? Is there an activity associated with it? How many times do I watch it? They get all wrapped up in that, and we lose the essence of what they're supposed to be doing before they come to class.

And so really defining your learning outcomes and your learning activities prior to class, that's where you're going to hold students accountable and make it clear what it is they're supposed to do. And having said that, once the students come to class, you obviously have learning outcomes. And we're going to talk about something called a focusing activity that we use in class that's essential in a flipped learning, a flipped environment.

And then finally, we have to think about how we're going to end class. You know, so what, your students participated in class today. Now what do you want them to do? What, how do you want them to continue their learning beyond the scope of this classroom? And so in essence, that's the four parts of a flipped lesson plan, and that's the parts that we are going to dig into now.

So if you'll recall, we looked at Bloom's Taxonomy. I just wanted to show this one more time, this is on the top of the lesson plan handout, just to get
you thinking about where you want your students to focus their energy in your class. And finally, we want to focus on those higher-level learning outcomes if we can, because when students are in the class with you, you're there to guide them through these more difficult and challenging procedures than if they were simply listening to a lecture.

So at this point, we're going to dig into the next part of the workshop, which is where we're really getting to the flipped part of the workshop. And we're going to imagine that we are all teaching a course called Current Issues in Technology. And the purpose, remember, we want to ask ourselves, what do our students need to be able to do at the end of this lesson? So I've filled this in for you now just so we'll have discussion points, but you can follow along and think about it with your own course.

So in this case, it's going to be that students need to be able to create a new feature for the computer mouse of the future. So that's the challenge that we're giving them. That's our purpose. And notice that I'm not starting from, oh, what do students need to talk about? You know, what do we need to do? It's starting from what are students going to do? They're going to create a new feature for the computer mouse of the future. Our purpose is big.

So if our learning outcomes to help students do this were identify existing computer mouse designs and list the existing features of a computer mouse, then what would students do before they come to class to help them reach those goals? And this is where I'm looking for volunteers to throw out some answers for me. So what are some strategies we could use prior to class to help students reach outcome one and two?

Okay. Keyano College says research. They could observe a mouse. They could create a graphic organizer, go to OfficeMax, go to Best Buy. They could read. They could take a mouse apart, okay, see how it works, see what features are in it. They could take pictures of different mice. They could google it, absolutely. They could bring in pictures. I see a lot with pictures. Look at an existing mouse. These are great suggestions, excellent.

Fill out a diagram. Maybe you have a diagram of a mouse, and these are the essential components. Go to a mouse museum. I haven't heard that one. Okay. They could practice using a mouse with a particular type of software to see how it works. Create a history of the mouse. Where did it start? What did it used to look like? So what I want you to notice here, and this is why I put the little flipped arrow on this slide, is everything you just listed are ways to flip this class.
It's not just, actually, I didn't see a whole lot of anyone saying watch a video of the history of the mouse, but they could. But there are so many other things that they could do. I see comparing an Apple mouse to a PC mouse. I see online discussions or blogs about the different features of a mouse. And there you go, watch a video of the history of the mouse. You probably just listed about 20 different ways to flip this one learning outcome.

And that's what I hope you're able to walk away with today, is to see the variety and the ways you can flip a class. So in this case, other things, I think you've mentioned about everything that I was going to say. One thing you could do is have the students post that list to the discussion board, and then you would have a way to hold them accountable for when they come back to class the next day. So when they come into class, this is where we want to focus their attention.

And notice here that what we want to do with the focusing activity is we're really providing continuity. And continuity is essential in any class but especially in a flipped class, because they're doing so much work prior to coming into class, and then you're wanting to continue that when they come in. So if you only have a 50-minute class, you only have so much time to gather their attention.

And especially in higher education, you know, we only see our students sometimes at most three days a week, sometimes only one day a week, so continuity becomes essential. When students walk into your class basically with a focusing activity, they're going to need some kind of trigger or something to recall what they did that engaged them in the activity so when they come to class they're ready to go. This could be a quiz, a photo, a video, maybe something to read, a quote on the board.

I'll tell you, one of the, a really cool one that I saw was I observed a food science professor, he was going up for reappointment, and he had created his class, well, they were talking about organic foods. And so prior to class, the students had to do some type of activity where they had to identify what are the characteristics that truly make a food organic. And then when they came to class the next day, and this is what I was observing, the professor gave out boxes of cereal, different types of cereal that we see, you know, Cheerios and Kellogg's and so forth.

And at that point, the students were looking at the boxes like what in the world, what is this? But he had written on the board, we're going to determine which cereals are truly organic. And so when the students came in, and they saw the challenge of, ooh, let's figure out which cereals are organic, they instantly were talking with other students, they were looking through their notes, they were flipping over the boxes looking at all the
ingredients and trying to figure out which of the cereals met the criteria for being classified as an organic food by the USDA.

And that was fascinating. They came in, and they were instantly engaged. And so I challenge you to think of ways that you could do this in your classes when you're flipping them. And it doesn't have to be every class but certainly those moments where it's appropriate. What can you do that harnesses their attention and instantly gets them focused when they walk in the door?

So let's apply that to our situation with our mouse, and when students come to our class, how could we begin class based on all the things you said earlier about looking at pictures or posting it on a forum? So I'm looking for more answers now. What could be some focusing activities that we could use? Okay. A pair and share, certainly. They come in, and they start sharing the list that they've generated, maybe comparing different types of mice.

Review blog posts. Do the limitations of different types of features of the mouse, certainly. They could demonstrate how that particular mouse is used. They could decide among groups what's good and bad features of a mouse, excellent. Tweet the most important feature. Love to see bringing in a little bit of technology. Do some small group presentations. Have different mice on display, and they come up and observe it. That's an excellent way, and it's quick.

Faculty show up dressed like a mouse. That could be interesting. Put a mouse that is taken apart and put it back together again. So, again, they're seeing the pieces. They're looking at the features. Write a suggestion on the whiteboard, mm-hmm. They could come up and do that as well. And even ask the question, what does the current mouse do, not do that you wish it would do? See I'm getting you to think outside the box where there are possibilities if we're designing the mouse of the future. All right?

If you had students posting all their lists on a discussion board, you could pull up that discussion board when they walk in, and they could instantly start reading it and start talking about it. So, again, that focusing activity gets them to continue that learning beyond the scope of the class. Designing a prototype. These are great suggestions. I'll take two more. Try a PC without a mouse, excellent, absolutely.

Maybe there is no mouse of the future. Maybe all users have gotten rid of the mouse. So what does that mean? You could set up a competition. Who can create the longest list of features, the most features that are in demand? There could be all sorts of ways to do this. Okay. So now your students are in class. They're with you. You've focused their attention.
They're ready to go. And this is where the flipped classroom really can take on a new dynamic.

So you want students to be able to, say, for example, we want students to be able to analyze the pros and cons of existing mouse features. So they've been out, maybe they've googled, looked on the Internet, did some research, interviewed people, and they looked at all the features of a mouse. Now they're coming into class, and they're starting to analyze the pros and cons. So obviously this is a higher level of Bloom's Taxonomy, so this is a great activity for them to do in groups or with you there to help direct that energy.

So in this case, let's look at, to achieve this learning outcome, students will do what? So if we had students in our class analyzing the pros and cons of an existing computer mouse, what are some things we could do to help them do that? I'm just looking for examples. They could do a list, have a debate, excellent. Debates definitely are higher-level thinking skills. You have a panel of users.

Rank the mouse models according to various features, absolutely. And when you get into judging and ranking and evaluating, that's even higher levels of critical thinking skills. Create a mind map. List what the mouse does or does not do. I see a lot with group work, think-pair-shares. Set up machines with different types of mice, and then have them go through, and they can use each one and analyze the pros and cons of using each one. Break into teams and do a competition, certainly.

Create a large picture of the various features, mm-hmm. You can use whiteboards and flipcharts and have them analyzing the pros and cons. Play video games. Have a designer come to class for Q&A so they can bring in their perspective and an expert opinion of pros and cons of using a different mouse. Have peers rate the mice on different ways that they use them, mm-hmm. And notice here, these are all ways to flip. These are all active learning strategies.

You could, if you step back for a moment and think about it, you could be the one up there lecturing, today, class, here are the pros and cons of using a mouse. You could certainly do that, but that's not what the flipped classroom is about. This is about flipping that energy and having the students create and analyze and synthesize, and the students are generating the content. All right, excellent. Those are some great suggestions.

Okay. Let's try another one. Okay? This is our second learning outcome. So now in this case, students will be able to examine the missing computer mouse designs and features. So what are some things students could do to achieve that learning outcome? Do a survey. Do a role play, excellent.
Rank different features, mm-hmm. Try doing something that you think a mouse should do that it might not. All right, good, so really thinking outside the box. All right.

Go outside the classroom and interview faculty, interview students. Again, having stations with different mice so they can try different features and figure out what they wish it would do, almost creating a wish list, if you will. More on course mapping, mapping different features, comparing a mouse to a track pad, for example. Okay. Excellent. Create the ultimate mouse. Yeah, right, what would the ultimate mouse do? Excellent.

Actually go watch people observe mice. That's a great way to do some research and data analysis and expose skills in students as well, excellent. Here's applications versus use, mm-hmm, so more listing, and maybe then they could even prioritize it or take it to another level. Ask a two-year-old. Okay. Look at the new software features and see which mice do and do not meet those criteria, so that would be a little more investigating.

Go to a store like Best Buy. Conduct interviews. So you can see where all of these skills that students learn, it's not just about examining the mouse, but you can actually embed other strategies in there as well, learning how to do interviews and observations and hearing from experts and formulating questions, creating a wish list of what they wish a mouse could do, prioritizing.

Maybe you have to go find consumer data and find out what customers are demanding so they can complete the ultimate mouse. They may find that customers don't even use a mouse, so at that point, that would totally change the design of what they're thinking. Okay. Excellent. Okay. So if you can imagine for a moment this class that you've designed, and we've had so many wonderful ideas from you. Thank you so much for contributing.

You know, if you do have students working at a station where there's different types of computer mice, and they're analyzing, maybe they have a checklist, and they're working through that, and you have another group of students who's looking at consumer data or another group of students who's googling different types of mouse features that they wish a mouse could have or another group that's bringing in interviewing data, you can see how this learning environment becomes very messy.

There's a lot of energy in this space. There's a lot to manage. It is not as simple as standing in the front of the classroom and continuing your lecture slides, and then we carry on and go about our merry way. There's a lot happening in the space. And this is what I meant about, you know, how are you going to end class, and how are you going to harness all of that
energy in a way that's not just chaos where students run off, and you're like, okay, see you Wednesday?

There's a better way to do that. And one of the strategies that I like is something called the so-what-now-what question, and I alluded to it earlier. But basically, what you're trying to do here is say, okay, so what, students designed this mouse, or they were in this class for 50 minutes working in this group? Now what's the next step? And this is, it's almost like you're focusing activity in reverse.

You know, what's going to be the thing they go do for homework, for example, or on their own before they come to the next class? How are you going to know if they got it? You know, what kind of assessment could you do at the end? So I'm going to throw that question out there. How could we end this class with the computer mouse? And I see one, observe, design a prototype, mm-hmm, so they could go off and design a prototype, maybe bring it back to the next class.

Do an exit slip, maybe three things you learned today or one of the most important things you learned. They could do a blog post, mm-hmm. They could generate a top-five list and then justify those. That could be part of their homework. They could post that to a discussion board. They could do presentations. These are great. Script an infomercial, mm-hmm, highlighting the new features, excellent. You are a very creative group. So make suggestions to designers. Write a how-to paper on how to get the most out of any mouse.

I see a lot of classroom assessment techniques. No quick strategies to do at the end, muddiest point, clearest point, one-minute papers, those kinds of things are great. Bring in a third party to review results. And your, the end of class can be as simple or as complex as you want it to be, but somehow bringing that information together is very important so everyone has a common place to start when they go do their homework or prepare for the next class. Okay.

Do a product review, mm-hmm. What else is necessary for good computing practice after the mice? And more people are typing. This is great. They could post to a forum. They could do a grid that shows the best uses and purposes. They could explain choices to a future user, so you could have a prospective computer user come in. They could explain that. Have a competition. Ask how much you would pay for a mouse with these features so certainly translating this to the real world.

Do a poster session. These are fantastic ideas, excellent. So these are all ways you could assess, and you can see at different levels you can assess. You could assess just something as simple as one confusing thing in class
today or something as large as a poster session, and maybe their next session is to, you know, design the layout for their poster and talk about which mouse features would be most important, you know, and that's the essential, that's sort of closing the class and getting them ready.

And then the last one, this is a great way to end this slide, is to go back to the purpose and learning outcomes and make sure that assessment is aligned. Excellent. So you could bring up your learning outcomes for this lesson, which was to examine the computer mouse and to analyze the pros and cons. And you could see if, indeed, the class achieved those. And you could assess that in many different ways. It could be a quiz. It could be a worksheet. It could just be a discussion. But the point is to bring class to a close instead of just letting students scatter.

And this is important for the flipped classroom, because there's so much activity in that space that you need to somehow conclude it and wrap it up so that it makes sense to the students. And as I've said before, you know, remember that the end of this lesson is the beginning of the next lesson. So you could use something from your closing to be the focusing activity for your next class. And there again, you have that continuity from one lesson to the next.

So at this point, we've walked through the big chunks of flipping a lesson plan, and now what I want to do is while this is still fresh in your mind, I want you to start thinking about, wow, okay, if that were my class, what kind of skills would I need to make sure that I can deliver a classroom where that type of learning works? And so this is the part of flipping the classroom that's about your self-assessment and your professional development. And in my opinion, I think that this is what is missing from the conversations today about flipping a classroom.

Every time I read about flipping, it's all about, okay, well, here's the latest tool for creating videos. Here's the latest gadget. Here's screen captures. And those are important, yes, but at the end of the day, if you're going to flip your class, and you're going to be in that space with your students, you have to know how you're going to, you know, what are your strengths and weaknesses in that space where it is very dynamic?

Your role is changing in that flipped classroom, and you're, and I know many of you have heard this. You know, you're moving from being that sage on the stage and asking, you know, what am I going to talk about, to being the guide on the side, which is, you know, what do the students need to do, and how can I support that learning?

And so if in your classroom you have all of these different stations where students are working, and they're all working at different paces, and
they're all moving through it at different categories and going through it, you know, asking different questions, how are you going to manage that? Are you okay in that, I'm going to call it chaos? Are you okay in that kind of space?

So at this point, looking at self-assessment, it's really helping you think about what skills you want to be able to create in the classroom and where you identify, you know, your weaknesses and strengths. So let's look back at our computer mouse lesson plan that we just created, and let's throw out and identify some of the skills or qualities we need to implement that plan. So what kinds of things, what kind of skills would we need to make that plan happen?

Letting go, flexibility, planning, yes, time management, that's a critical one, preparation, doing activities, ability to plan projects, creativity. I see a lot of creativity. Making sure all the materials are in place. Being able to think on your feet, that is a critical one. Being clear about your expectations, spontaneity, having lots of energy, being able to think outside the box, being adaptable, ability to read the students, gauging is this appropriate, not appropriate, are they bored, are they overwhelmed?

Clear outcomes, embracing the unknown. Obviously, time is a huge factor in flipping classrooms. Keeping students on task, answering questions with questions. I see this a lot. How do you ask effective questions in a flipped classroom? Maybe that's a skill you want to enhance. Moving around the room, having the ability to do that. Having a room that even supports this kind of learning is also critical. Ensuring involvement of the students, mm-hmm, so you're challenging them in some way.

The logistics, how you manage all of the logistics and details. Being organized, and your lesson plan can help with that, certainly. Anticipating students' questions. Continuously improving on what you're doing, absolutely, and being open to that, being willing to learn. Being able to anticipate problems. Good, these are excellent suggestions. Being comfortable with both the concepts and the content and being comfortable, as many of you said, with just the unknown.

I mean, who knows what students would say and what they might come up with, and so have a plan B is important. If something's not working, what can you switch and try a different way? And recognizing when it doesn't work, and it doesn't always work, and that's part of the risk. And are you okay with that? You know, are you okay with saying, wow, this was a bust, this didn't work, let me try a different way?

And, you know, that's one of the skills, just being resilient and saying, you know, I'm going to try this strategy, but, you know, if it doesn't work this
time, I'm not going to totally give up on it. I'm just going to dust off my notes and try again. Being able to accept criticism, mm-hmm. Loosening up the need to control. And this control issue keeps coming up, and I think that's important. You're not losing control of your whole environment. You still have your credibility and authority in that space.

But it is losing control of what's possible, what are the students thinking, where are they going, is it making sense? So that is something that a lot of faculty members and instructors really have to pay attention to. What I'm hoping for you today is that you will do a self-assessment and really think about what are your strengths and weaknesses, what are you open to exploring when it comes to your flipped classroom? You might flip one piece of your whole lesson plan, much like we did today, just little pieces.

You might flip the whole entire thing. You might flip your whole course, or you might just flip one lesson, and that's it, and that's fine. But what I've provided you with in your packet of resource materials is a self-assessment form where you can go through, and you can mark whether the sentences are true for you most of the time, usually, sometimes, or not. And they include things such as, you know, I ask a variety of question, or I'm comfortable letting go of control, which many of you mentioned, or I'm willing to take risks in the classroom, I'm willing to learn.

There's a whole bunch of these, and, you know, what you might want to do is have someone observe your class, give you an honest assessment, or really sit down and maybe you watch a video of your teaching and you do an assessment. Just sit down and take some time to think about if a flipped classroom is something that you really want to try. And let me, before I jump to the reveal, I will say that, you know, you also have to look at the culture of your department and your school, your college, your university.

I have a colleague at NC State, and she was going up for reappointment, and she had her department head come in and observe her class. And she's been teaching in the flipped classroom style for about eight years now, and it's actually in the context of something called SCALE-UP here at North Carolina State University. And these are just student-centered learning environments.

And so when you go into these classrooms, there's round tables, there's laptops, there's computers set up, and it's very interactive and dynamic, and there's not like a podium. Everything is just right there for the students. Well, her department head came in, and he sat down to observe her teaching this lesson. And so she was doing her thing. She was going from table to table. She was working with the students. She would work with one table on one particular problem and go to the next table, and they might be on a totally different section of the chapter.
And it was all going just fine. And after the class, she goes back to his office, and they sit down for a minute, and she said, well, can you tell me a little bit about, you know, some of the things you're seeing, some of the things I might be able to improve on? And he honestly looked at her and said, well, I didn't see you teach today. And that was really heartbreaking to hear, because she did teach, but it wasn't what he defined as teaching. He said to her that she should have lectured. That way he could judge her on her teaching effectiveness.

So, again, that's something for you to think about and to take with you when you're having discussions with your teaching centers and your departments and your colleges. When it comes to taking a risk in the classroom, it's a risk not only for you and for your students, because it's a new way of learning, but also if someone's observing you, make sure that they're aware of what the flipped classroom means. So before I go to the reveal, I was just going to see if there were any questions in general about where we are up to this point.

**Nancy Kern:**

I have one question for you. This is Nancy. I'm just curious about if you have had students who have not prepared, who have not done the work ahead of time, and how you deal with that and how you train the students to come prepared.

**Barbi Honeycutt:**

Excellent question and probably the one that you get the most. And, you know, just like if you have your students reading before they come, and they don't read in a class that's not flipped, so to speak, you know, that's one that's so important, and we want to make sure that we're able to set it up so that when students come to class, they know they can't really achieve the learning outcomes unless they've completed that work.

And so I think it's important to build in, so if, for example, in the reading, so if you're going to have them read before they come or watch the video, you'll notice in the video that I created for you there were two quiz questions at the end so that they could gauge whether or not they were going to be able to come in the classroom knowing what was coming next. Now obviously, this workshop doesn't have grades attached to it, but that is obviously a motivator.

And especially I saw a lot of you had group work, so students holding other students accountable is also another way. You know, I know I've got to bring in my list of computer mouse features, because my group is depending on this for the next step. And you can create that culture in your classroom and set that tone on the very first day. I'm going to take one more question. Some of these I'm going to grab. I can't scroll up. Some of
these I'm going to respond to after the seminar and give it, give the answers in a couple of days.

I do have some strategies for measuring performance and results, and I will send some resources on those after this session. How do you flip an online classroom when synchronous meetings are not required? I actually do this. I will grab this question. So I actually teach about, I don't know, maybe 50 or 60 workshops for graduate students and faculty and post-docs at NC State, and none of those workshops that are online are synchronous. They're all asynchronous.

And we actually do a pretty good job flipping those. We don't flip them in the traditional way that people are defining flipping today, but they are very interactive in terms of breaking the students out into small groups. And sometimes we'll even see if the students want to do some kind of blended approach where they do some of the work online, and then they come in person, and they all meet, even though they're all working through different sections of the material.

So we're sort of like, okay, by Wednesday, everybody needs to be at chapter two or step two of this process. And then when they all come, they are all in one space together, and they're able to talk about it a little more. So we've been able to combine and do the synchronous and asynchronous and blended meeting in person and meeting online in lots of different ways, and that's worked really well.

And I'm happy to send more of those resources also. Okay. Good. These are excellent questions. I'm going to hope that Nancy is capturing these, and I will reply to all of these within the next few days. I definitely do have some resources for you on flipping a big class of 100 students that rely on lectures, excellent.

Okay. At this point, I would like to move into the reveal, since I have about 12 minutes left. The reveal is something that is just aligned with my personal teaching philosophy. One thing that I always do in all of my seminars and workshops is to very much practice what I teach. So I reveal to you everything that I've done in this workshop, and hopefully you can learn from that experience.

One is that you watched a video about lesson planning, so that was one way to flip. The other is if you completed that video and went through and did all of the information in it, the last two things had you filling out a blank diagram of Bloom's Taxonomy and also a little preview of what was going to come during our class time today. So that just gave you a feel for how you could set up a video and do it for your classes.
For my in-class strategies, I used a focusing activity. Our focusing activity after Nancy did the introductions was the quiz. So that's an easy way to kick off class. And since we're not a formal class, that was just a quick way for me to be able to assess and gauge your learning. My learning outcomes for you were to expand the definition of what it means to flip a learning environment. And so you did this by comparing different definitions of what it means to flip.

We looked at different ways to flip Bloom's Taxonomy. We looked at different ways to think about defining student-centered learning versus instructor-centered learning. So we also looked at learning outcome number two, which was to analyze a flipped lesson plan. So you met this learning outcome by collaboratively analyzing each section of our flipped lesson plan, which was the computer mouse, which was just for fun, but it allowed you to get a little creative and think outside the box a little bit.

And finally, the third learning outcome that we had was to identify the skills you need to ensure that your class is successful if you decide to flip it. And here you reflected back on the computer mouse lesson plan and identified the skills that you needed. And if you're really savvy and paying attention, this is also my so-what-now question. You know, so what, you came to today's seminar, now what are you going to do next?

Well, one of the things you could do is to identify what skills you would like to build and then maybe contact your teaching and learning center or get with a group of faculty to form a learning community or a reading group so that you can all help each other and build the skills that you need to make sure your class is successful.

And my closing strategies, just as if I were closing a class, obviously the reveal is metacognition. That's what this is. We're thinking about how we're thinking about flipping. There'll definitely be more time for Q&A. And I've provided you with several resources. You have a self-assessment worksheet where you can evaluate your skills. You have a lesson plan worksheet that you might use to structure a lesson to help you have some framework to how you're thinking about your lesson.

And remember, you want to think about planning, you know, prior to class, in class, as well as after class or closing. There's also the lesson plan from the computer mouse activity that we did together. I gave you an example. If I were to actually teach that class, that's what it might look like. And there's also a lesson plan for today's workshop. I gave you some brainstorming worksheets, an article about the so-what-now question as well as some additional forms and resources that might be helpful for you after thinking about adopting some of this model.
So at this point, I have the huge so-what-now-what question, which is, you know, so what, you came to Magna's seminar, now what can be next for you? Seven tips to get you started. One might be to go observe a flipped class. And when you observe, pay attention to not only what the students are doing but also what the instructor is doing. How are they handling the messiness? You might create faculty learning communities around certain things related to flipping.

You might try just one strategy on your own. Maybe you want to try the video or a forum or a Google Doc or Twitterfeed. You know, maybe you want to just try one thing. You don't want to do too much at once. Obviously, practicing helps. And then maybe share the approach with your students. You know, you don't have to say, well, this is the first time that I've flipped a class, and I'm really nervous about it. You don't have to do that.

But a flipped class is risky for you and for your students. They need to learn how to function in a space that's not what they know. And so just sharing the why you're doing this and the how you're doing it can go a long way towards getting that student buy-in. You might also complete a skills assessment, which I have attached with your handouts. And then the last piece is just to really stay connected. Stay connected to others who are flipping. I'm trying to be out there in the conversation. I want to talk to people who are thinking about it, struggling with it, doing it well.

So you can find me on e-mail, on Twitter, and on LinkedIn, and I would love to connect with you and your campuses and see what all we can do together. So thank you for today. The questions you're asking are excellent. I will definitely address these and send additional resources to Nancy within the next two days. And we'll see if we can address some of these for you. You've been a great group. Thank you so much for your time. I really appreciate it. I'm going to turn it over to Nancy at this point.

Nancy Kern: Okay. It looks like we do still have a few minutes, so we could just go ahead and take a question or two now in the minutes we have remaining.

Barbi Honeycutt: Okay. I'm reading through some of the questions. Okay. So one could be, how do you deal with results that are not in accordance with your expected learning outcomes? And I think this is part of that being open and being flexible. I realize some courses there's, you know, mandates for what needs to be achieved and standardization and so forth. But sometimes it's okay to venture off and not be on the particular task that you need to be on at that moment. Maybe students want to see if it's possible for a mouse to fly and deliver a pizza.
I mean, who knows? Maybe that's not part of your learning outcome, but maybe you can encourage that creativity and instill that in them and then somehow harness that and use it in a way that enhances their motivation and gets them excited about the possibilities. And, you know, if the student comes out of class learning something that you didn't intend, but it's still valuable, I think that that is considered a success as long as they can certainly meet the required needs that they need to accomplish.

Let me see if I can scroll down a little more. Okay. How do you ensure that lower levels of Bloom's Taxonomy are met before you go into higher levels? And there is a Magna seminar that I saw on YouTube. I'm not sure who created that, but they looked at the fact that, you know, you don't have to look at Bloom's Taxonomy as something where students have to achieve all the lower-level learning outcomes before they move into the higher-level learning outcomes.

In fact, you could probably jumpstart motivation and creativity by starting at the higher level and saying, what if? What if we were creating the computer, the ultimate computer mouse? Well, a student could brainstorm about that and be creative without knowing all the little teeny functions within a computer mouse. They could learn that when they need to, but first you kind of hook them in the beginning.

So it's a great way to sort of say, you know, it's a great motivator. What if? What if this were the possibilities? Now we can go back, now that you have their attention, and you can look at all the different features of the computer mouse. They can do the lower level Bloom's Taxonomy of, you know, what do you know about a computer mouse? Can you list the features? What's missing? Let's look at the pros and cons.

But, you know, you kind of hook them with the big question of why it's even important to look at it. And so, you know, you can test, obviously, for those lower-level learning outcomes. You can do classroom assessment techniques. Students can do self-assessments. But I don't know that I would get too caught up in that, again, depending on your discipline. I know, I do have some people here who are, you know, in nursing and in the medical field, and that would be a different philosophy, because there's definitely standards they have to learn as, I guess, with any discipline.

But I don't know that I would use that as a way of saying, well, we can't go any higher up Bloom's Taxonomy, because everyone hasn't mastered the first three levels. I would just use it as a way to jumpstart their thinking. Do we have time for one more, or do you need to . . .

Nancy Kern: Sure, yeah, I think we have a few more minutes left.
Barbi Honeycutt: Okay. Where do you find activities if you haven't done them before? Wow, there are so many great resources out there. I'll plug my own blog just for a moment. I do have a blog where I'm trying to post more active learning strategies. But also places and people who are connected with like The Teaching Professor, Magna seminars, those are excellent, your teaching and learning center, if you have one on campus.

If you don't, you might have one, some type of faculty support center. If you're a graduate student, we have at our university professional development for graduate students, and we do a lot of workshops with teaching, and we bring in a lot of strategies. There are a lot of communities that exist out there to really help you learn lots of different techniques to try.

And, you know, going to professional development events like this one, going to conferences where you can share and learn from others is always a great way to learn new ideas. And one of the things that I know many teaching and learning centers do is they work with their faculty in interdisciplinary capacities, so you could be in a room with, you know, an English faculty, a math faculty, a biology faculty member, but you're all talking about strategies for active learning or flipping a classroom.

And how you adapt them is very different based on your context and environment, but you're all having a conversation and sharing ideas. And a lot of times strategies will work across disciplines. You just have to adapt it slightly. So I encourage you to get in those conversations as well. So, Nancy, I think at this point I might turn it over to you for the evaluation.

Nancy Kern: Okay. Well, just, again, I just want to reemphasize that Barbi has agreed to answer any questions we couldn't get to today, so you will receive an e-mail from us with her responses in a few days. And I also want to encourage you to fill out the evaluation. Your campus has received an e-mail evaluation from us. Please fill it out, and tell us what you think of today's program and what programs you'd like to see in the future. Complete information about our upcoming seminars is available at www.magnapubs.com. And thanks again for joining us, and have a great day.

Barbi Honeycutt: Thank you.

Nancy Kern: Okay. Thank you.