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The Flipped Classroom: Rethinking the Way You Teach

Thursday, August 23, 2012

Presented by: Ivan A. Shibley, Jr. (Ike). Ph.D. Timothy D. Wilson, Ph.D.

Ivan A. Shibley, Jr. (Ike). Ph.D. is associate professor of chemistry at Penn State Berks, a small four-year college within the Penn State system. He has won both local and university-wide awards for his teaching including the Eisenhower Award presented to a tenured Penn State faculty member who exhibits excellent teaching as well as mentoring other teachers.

Timothy D. Wilson, Ph.D. is an assistant professor at the The University of Western Ontario in the Schulich School of Medicine and Dentistry. In the Department of Anatomy and Cell Biology, Tim is part of a teaching team of gross anatomists who provide anatomical training to allied health sciences students in Kinesiology, Physiotherapy, and Occupational Therapy in addition to the Medical and Dental students at the school.

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Blended Learning Course Design: A Boot Camp for Instructors



September 29 - 30, 2012

In Blended Learning Course Design: A Boot Camp for Instructors you will learn how to take one of your existing face-to-face courses and convert it into a blended format. You'll learn how to feel comfortable and confident with the technology so that technology becomes an aid rather than a barrier to communicating with your students.

You'll learn the most pedagogically effective ways to:

- blend instructional technology, course content, and course activities
- promote interaction of students with each other, the instructor, and the content.

The workshop will include individual work, small-group work, whole-group discussions, and an evening session for one-on-one work with one of our facilitators.

Specific areas covered include:

- Syllabus creation
- Learning objectives and goals
- Assessment construction, including rubrics
- Learner-centered theory
- ADDIE as a design map
- A schedule for continued development of blended design

Workshop Facilitators







Dr. Ivan A. "Ike" Shibley, Jr.

Dr. Timothy D. Wilson

Dr. Oliver "Ollie" Dreon

Participants will leave the two-day workshop with:

- A syllabus of their blended course with assessments, learning objectives, and clear instructions
- At least one ungraded activity for students to complete online that aligns with learning goals for a specific topic
- At least one online assessment with clear instructions and clear grading, including a rubric if appropriate
- At least one F2F assessment that integrates with an online component
- A guide for continuation of the work after the workshop ends

www.teachingprofessor.com/workshops







Our presenters:



Dr. Ike Shibley is associate professor of chemistry at Penn State Berks. He has been teaching a variety of blended and online courses for almost a decade.

Dr. Tim Wilson is assistant professor of Anatomy and Cell Biology at the University of Western Ontario. His research involves the neurobiology of learning.

We have several goals today. Which is most important to you?

- A. Learn different types of technology
- B. Examine the neurobiology of learning
- C. Explore alternative designs for courses
- D. Discuss engaging learning activities

We can only look at a few types of technology in detail. If you could only pick one, which would it be?

- A. Learning Management Systems (like Blackboard)
- B. Synchronous learning (like Adobe Collaborate)
- C. Screen Capture for Online Learning (like Camtasia)

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Supplemental Materials

- Flipping: Background information
- Technology Tools
- Questions to ask
- Ideas About Learning
- Course Design & Sample Syllabus
- Bibliography

What example was used in the Flipping the Classroom video?

- A. Historical significance of Bull Run
- B. Invasive species
- C. Negative reinforcement
- D. Symbolism in *Moby Dick*

What type of activities were described in Flipping the Classroom video? 7

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After watching Flipping the Classroom video what is a concern you have about the suggestions?



















What is a memory?

- Learning requires memory
- Cellular mechanisms of memory is thought to be a set of neurons, specifically their synapses, which have undergone plastic change due to experiences. (Benfenati, Acta Biomed' 107)



Types of Memory

- 1. Implicit (procedural): learning to ride a bike
- 2. *Explicit (declarative):* learning a phone number or a physics formula

Implicit memories are much longer lasting than explicit memories but require more time/effort and practice







Schema

Developing neuronal schema enable contextualization of new information. Schema formation can be achieved by:

- developing goal-free tasks
- using worked examples and completion tasks
- integrating different sources of information
- using multiple modalities
- reducing redundancy

(van Merriënboer et al. '10)



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How Learning Works*

- 1. Prior knowledge affects acquisition of future knowledge
- 2. Organization of thinking impacts learning
- 3. Motivation to learn can be cultivated

*Ambrose, Bridges, DiPietro, Lovett, and Norman, How Learning Works: 7 Reseach-Based Principles for Smart Teaching (2010).

How Learning Works

- 4. Help learners develop mastery
- 5. Practice combined with feedback
- 6. Understanding student development will create healthier course climates
- 7. Develop self-directed learners





Technology	
Category	Software
LMS	ANGEL, Blackboard, Soft Chalk
Presentation/Screen Capture	Camtasia, Jing, Kaltura
Report	GoogleDocs, Wikis, ePortfolic
Synchronous Learning	Adobe (Connect, Collaborate)
Videos	YouTube, TED Talks, iMovie

Collaboration

You are an English professor and want students to discuss a reading before F2F time. How can technology help? < 25 students / >25 students Lower-level / upper-level



Critical Thinking

You are an economics professor who wants students to be able to relate economics to recent news. How can technology help?



Creativity

You are a psychology professor who wants her students to illustrate neurological tests. How can technology help?



Learner-Centered Teaching*

- Learner is the focus, not the teacher
- Faculty design learning activities instead of lecturing
- Learning has clear outcomes; amount of time in class can vary according to outcomes
- Students can learn from each other as well as the teacher

*Barr and Tagg, 1995; Weimer, 2003

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Five Key Changes Toward Learning Centered Teaching

- 1. Shift balance of power toward learner
- 2. Use content to organize activities
- 3. Think of teaching as facilitation of learning
- 4. Responsibility for learning rests with learner
- 5. Evaluation provides a way to foster learning

*Barr and Tagg, 1995; Weimer, 2003



Thank you for attending

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