I Flipped My Class and It Was Easier Than I Thought

JOE CANNON
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Agenda

• Who am I? Who are you?
• Let’s flip it
• What is “flipping” a class?
• Why should we flip our classes?
• What are challenges to flipping a class?
• How can we address those challenges?
Introductions

- Who are you?
- What do you hope to get from today’s session?
What do we mean by “Flipping the Class?”

Nominal Group Technique (1:2)

1. One minute of quiet time to generate your own ideas
2. Round robin sharing of ideas
3. Discussion to come up with an “answer to share”
Some definitions of “flipping”?

• The **flipped classroom** is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. (Educause)

• **Flipped Learning** is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter. (Flipped Learning)
My flipped classroom continuum

Passive classroom
- Lecture

Passive/active classroom
- Lecture
- In-class group activities

Flipped classroom
- In-class group activities
  - Collaborative learning
  - Cooperative learning
  - Problem-based learning
Traditional Class

- Lecture
- Textbook reading
- Homework (some types)
- Group assignments
Flipped Class

- In-class
  - “Home” work
  - Collaborative learning
  - Cooperative learning
  - In-class activities

- Out-of-class
  - Textbook reading
  - Online video lectures

- Active
- Passive
Think-Pair-Share (2:2)

• Why flip?
  • What benefits do you see to flipping your classroom?
Why flip?

Dale’s “Cone of Experience”

Source: National Training Laboratories, Bethel, Maine
Think-Pair-Share

• Why not flip?
  • What barriers do you see to flipping your classroom?
My fear and trepidation with the flipped classroom

• How will my students react? → **Selling** the flip

• How will my students acquire appropriate knowledge? → **Acquiring knowledge** before class.

• How will I ensure my students come to class prepared? → **Ensuring** they have basic knowledge – before class.

• What in-class activities will engage my students? → Finding and selecting active **learning activities**.
Selling the flip

• How can you sell the flip?
Knowledge acquisition

• How can students acquire knowledge in advance?
  • Is the textbook enough?
Ensuring basic knowledge – before class

• How can we assure that our students have knowledge prior to class?
Finding and choosing in-class activities

• Where can you find activities that work in class?
What I do to...

• Sell
• Acquire knowledge
• Ensure acquisition
• Select activities
Sell: Why I flip?

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

What “valuable” people do well

What computers do well
Sell: Learning science says for understanding & remembering

Common Study Strategies

- Practice Testing
- Summarization
- Highlighting & underlining
- Rereading
- Self-explanation
- Distributed practice
- Interleaved practice
- Elaborative interrogation

Sell: What does learning science say about applying, analyzing, evaluating, and creating?

Active learning strategies work best for higher-order objectives.

- Collaborative learning
- Cooperative learning
- In-class activities
- Problem-based learning
Acquire: Getting knowledge before class

- McGraw-Hill Connect & LearnSmart
  - “Quizzes”
  - Tracks
**Ensure:** Make it count...

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 exams (including final)</td>
<td>500</td>
</tr>
<tr>
<td>LearnSmart (top 15 chapters)</td>
<td>150</td>
</tr>
<tr>
<td>In-Class activities (drop lowest 3)</td>
<td>200</td>
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<tr>
<td>Personal marketing plan</td>
<td>100</td>
</tr>
<tr>
<td>Practice Marketing simulation</td>
<td>50</td>
</tr>
</tbody>
</table>
Select: Tips for activity selection

• Keep in mind
  • Your course learning objectives
  • Your chapter/module learning objectives

• Start with easier, shorter activities, quizzes → longer, cases, more integration.

• Start with lower-level Bloom’s objectives → then move up
Have we achieved your objectives?

• Questions?
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