

STUDENT ENGAGEMENT II

The Flipped Classroom

Dr. Joanna Scott

Dr. Jeff Dillman

DIVERSE STUDENT BODY



THEORETICAL FRAMEWORK

- Knowles (1975)—Theory of Adult Learning
- Tinto (2003)—Theory of Student Retention
- Astin (1984/1999)—Student Involvement Theory
- Pace (1982)—Theory of Student Effort



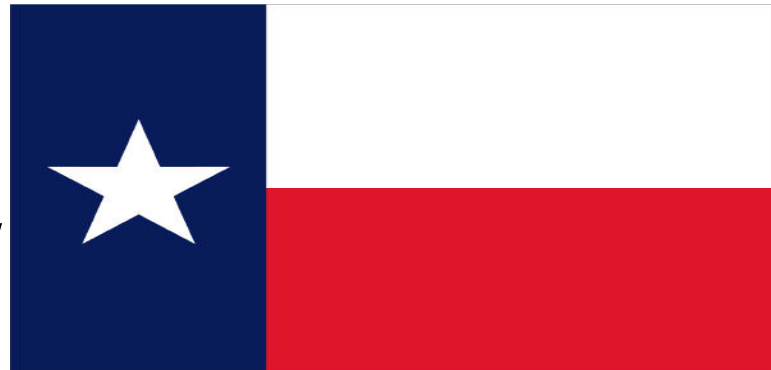
LITERATURE REVIEW

- Active learning in the classroom proved to be the greatest predictor of student success. Active learning must be deliberate on the part of both the instructor and the student (McClenney, 2007; Kuh, 2009; McClenney & Greene, 2005; Mills, 2010).



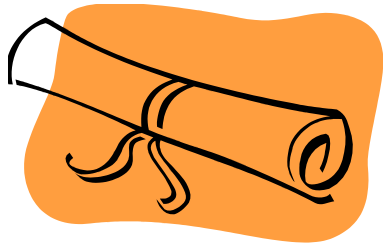
STATE MANDATE

- ◉ New Core Curriculum
- ◉ Critical Thinking Skills
- ◉ Communication Skills
- ◉ Empirical and Quantitative Skills
- ◉ Teamwork
- ◉ Social Responsibility
- ◉ Personal Responsibility
- ◉ Assessment
- ◉ Outcomes-based funding—HB 9



POSITIVE OUTCOMES OF ENGAGEMENT

- ◉ Retention and student satisfaction in learning (Heard, 2005).
- ◉ Persistence to graduation (Saenz, et al., 2011).
- ◉ Student success (McClenney, 2007).



STUDENT ENGAGEMENT IDEAS MODIFYING THE FLIPPED CLASSROOM

- Examples from faculty
in the Liberal Arts
Division

CURRENT EVENTS ACTIVITY

DR. JAMIE ARNOLD

- ◉ U.S. woman adopts Russian boy, 7, then sends him back to Moscow alone with a note saying: "I don't want him anymore."
- ◉ *What are the moral and ethical issues related to this situation? What kind of attachment issues might an adopted child face? Make a prediction about this child's future attachment pattern based on this rejection. Should this mother be held legally accountable?*
<http://www.youtube.com/watch?v=VMiHfgzcQIA>

PARTIES—CAMPAIGN ELECTION ACTIVITY

DR. SANDRA CREECH

- ◉ GOVT 2306
- ◉ Political Parties - Campaigns & Elections

- ◉ In your groups you are to:
 - ◉ 1. Create a Texas political party and name it (NOT Democrat or Republican)
 - ◉ 2. Set the values (beliefs) for your party - include
 - ◉ a. Fiscal (money) - taxing and spending
 - ◉ b. Social issues - what programs you support and how you will pay for the programs
 - ◉ c. Constitutional - strict interpretation or changing over time
 - ◉ 3. Select party officer - state level only
 - ◉ 4. Select a candidate for Lt. Governor of Texas

- ◉ Next time these same groups will be developing a campaign strategy for their candidate. Instructions next week - be sure to know chapter 5 & 6 especially interest groups you will be soliciting.
- ◉

DR. DOUG HALES

TEXAS HISTORY ACTIVITY

- ◉ Show film on Texas Accents from Films on Demand—The film is one hour, so students may watch film for homework.
- ◉ Group Discussion—How does accent reflect the people of the region? Consider factors such as income, race, occupation.
- ◉ Group Presentation
- ◉ Paper Presentation

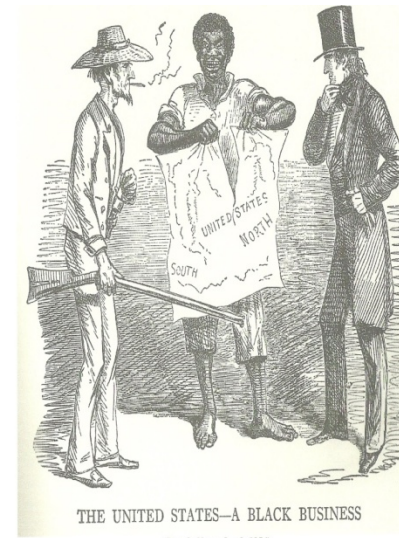
VISUAL PROMPT ACTIVITY--

SLAVERY

MR. EARL YOUNG

Analyze the political cartoon as to

- What issue is addressed?
- What is the cartoonist's opinion?
- How persuasive is the cartoon?



(Punch, November 8, 1856)

Punch, a London magazine, accurately predicted, as many in Americans were beginning to realize, that the business of slavery was tearing the nation apart. Here, a slave, standing between a southern planter (rough-hewn and armed) and a contemplative businessman from the North, tears apart a map of the United States, seeming to follow the Mason-Dixon Line (the boundary between Maryland and Pennsylvania, a geographic, if not political, dividing line between North and South).

VISUAL PROMPT ACTIVITY

AMERICAN PROGRESS

DR. GENE RHEA TUCKER

- ◉ Project a painting of *American Progress* on the screen
- ◉ Write down three symbols related to Westward Expansion
- ◉ Discussion

POETRY ACTIVITY

DR. JOANNA SCOTT

- ◉ Read the short poem "Red Wheelbarrow" by William Carlos Williams on p. 744. What images can you find? To which senses do the images appeal--sight, hearing, touch, taste, or smell?
- ◉ Read the poem "An Apology" by F.J. Bergmann on p. 748. How do the images change from "Red Wheelbarrow?" Do you think this poem is funny? :) Why would Bergmann write this poem?

QUICK WRITE ACTIVITY

MRS. BRICE OLIVIER

- ◉ How might the Civil War have changed if the Confederate States of America had been recognized by other countries?
- ◉ Write and share
- ◉ Five minutes

ARTICLE EXAMINATION ACTIVITY

MR. BEN BURDEN

- ◉ Please print the article and questions over hyperinflation. Answer the questions and bring them with you when we meet on Wednesday.
- ◉ The first two questions are fairly straightforward. In order to answer the third question, however, you will have to read ahead to chapter 20.

LEARNING CHECK ACTIVITY

MR. AGOSTINE TREVINO

- 1. True or False: Texas' population of more than 28 million ranks it third among the 50 states behind California and New York.
- 2. What types of political cultures are commonly found in Texas?

EXAM REVIEW ACTIVITY

MRS. SHARON WARDEN

Bingo Review

Objective: In this activity, the learner will review core concepts of lecture sessions prior to exam.

Instructions: Each learner will be given a card made by the instructor that is fashioned like a bingo card. The spaces to be filled will be core concepts of the lecture material covered prior to an exam.

Student will listen to a definition or concept called and will decide if he/she has the answer in one of his/her spaces. If so, he/she marks that space with a marker - paper clips, beans, any small object could be used.

The first student to fill in his/her card, calls out BINGO. The answers are then checked. Game proceeds according to time limitations. At the end of class, the students then take their card home and fill it in to study for exam.

Another option is to have the students come up with the definitions/concepts to be called. Students turn those in, teacher checks them prior to use, and the game proceeds as explained above.



STUDENT ENGAGEMENT IDEAS

SOCIAL SCIENCES DEPARTMENT

SHELL

- ◉ 1) Show a short video clip related to the lecture and put questions on the screen for discussion.
- ◉ 2) Show a segment from the Films on Demand series in the TC library related to the lecture with a guided discussion afterwards.
- ◉ 3) Have students write a reaction paper to a historical document in class and discuss an important point.
- ◉ 4) Divide students into groups and replicate a campaign between two political parties.

STUDENT ENGAGEMENT IDEAS

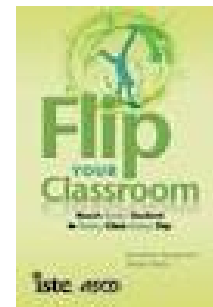
SOCIAL SCIENCES DEPARTMENT

SHELL

- ◉ 5) Divide students into two groups to debate a topic related to the lecture. Be sure to have a clear topic for debate with guidelines and a time limit.
- ◉ 6) Have students find an article from the library database related to a lecture topic and bring to class. The students could annotate the article or discuss the article in small groups and give a presentation to the class.
- ◉ 7) Arrange students into groups of 4 to 6. Provide each group a slip of paper that lists a particular topic from the assigned readings or asks a question about the assigned readings. Have each group prepare a brief 3-minute presentation and then explain the topic or answer to the class.
- ◉ 8) After lecturing on a difficult concept, have students turn to one other person. Have each student explain his/her understanding of that concept to the other student. This part should take no more than 3 or 4 minutes. Randomly call on a few students to articulate their understanding.

THE FLIPPED CLASSROOM

- Bergmann and Sams created videos of the lectures for absent students. Even students present in class began watching videos for reinforcement.
- Bergmann and Sams decided to record all lectures and give as homework.
- Used class time for problem solving

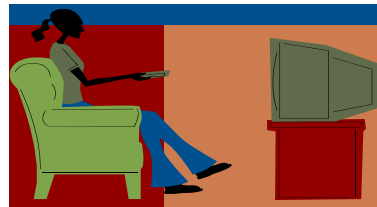


A NEW FORMAT

- ◉ Bergmann and Sams accepted a new role in classroom.



- ◉ Students had to learn class began the night before.



- ◉ Students used to staring into space during class had to learn to participate.



BENEFITS OF THE FLIPPED CLASSROOM

- ◉ Students can watch video or read lecture notes as many times as necessary.
- ◉ Increased student-teacher interaction
- ◉ Increased student-student interaction
- ◉ Students who miss often and struggling students fare better in the classroom.
- ◉ Improved classroom management



EXPERIMENTING WITH THE FLIPPED CLASSROOM—DR. JEFF DILLMAN

Why Did I Flip the Classroom?

Belton New Tech High School adopted dual credit history

They needed it to fit into their existing schedule

They chose a hybrid course

Class meetings are twice a week, 40 minutes apiece

I needed a model that would fit those constraints



GROUP WORK PROJECTS



At semester start I divided the class into five groups of five

Current Issues and History
Presentations

In-class exam review via History
Jeopardy

Continental Congress

Texas Annexation Debate



INDIVIDUAL PROJECTS

Book Review
Presentations

Concept
Mapping/Lists

Individual
Presentation
papers research



CHALLENGES TO CONSIDER



Making sure fundamental course content is being covered

Ensuring equal participation

Adequate time for testing

Group work is great, but is prone to uneven participation and effort

LOOKING AHEAD

Addressing the core material challenge:
timeline project

Keeping a participation grade

Mid-term and final based around the timeline

Weight group work grades more towards the individual



REFERENCES

- Bergmann, J. & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene: International Society for Technology in Education.
- Fink, L. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Josey-Bass.
- Heard, J. (2005). Engaging adult students. *Metropolitan Universities*, 16(2), 45-51.
- Kuh, George (2009). The national survey of student engagement: Conceptual and empirical foundations. *New Directions for Institutional Research*, 141, 5-20.
doi: 10.10002/ir. 283.
- McClenney, K. (2007). The community college survey of student engagement. *Community College Review*, 35(2), 137-146. doi: 10.1177/0091552107306583.
- McClenney, K. & Greene, T. (2005). A tale of two students: Building a culture of engagement in the community college. *About Campus*, 2-7.
- Mills, M. (2010). Tools of engagement: Success course influence on student engagement. *Journal of the First-Year Experience & Students in Transition*, 22(2), 9-32.
- Saenz, V., Hatch, D., Bukoski, B., Suyun, K., Kye-hyoung, L., & Valdez, P. (2011). Community college student engagement patterns: A typology revealed through exploratory cluster analysis. *Community College Review*, 39(3), 235-267.
- Wyatt, L. (2011). Nontraditional student engagement: Increasing adult student success and retention. *The Journal of Continuing Higher Education*, 59, 10-20.