

# Examining Flipped Classes: Planning, Enacting, and Assessing Innovation

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# Session Outline

- FSSE Overview and Inspiration
- What is a Flipped Course?
- Findings by Faculty & Course Characteristics
- Motivations, Challenges, Benefits, & Student Feedback
- Discuss implementation of a flipped classroom model

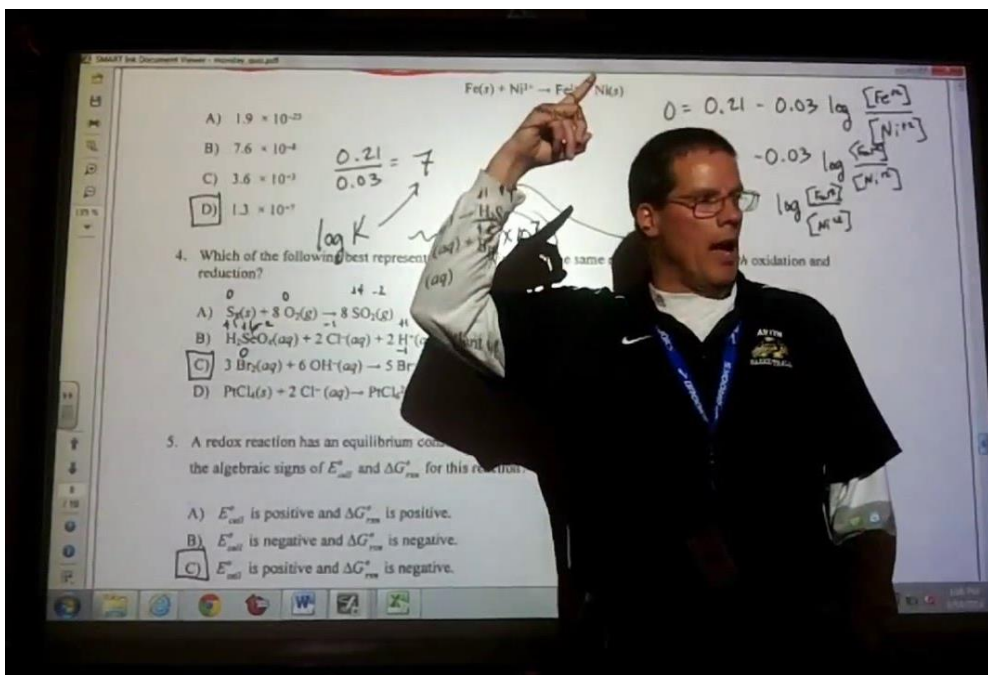


# FSSE Overview

## **Faculty Survey of Student Engagement 2018**

- Measures faculty perceptions of, values for, and involvement in effective educational practices
- Any instructional staff who have taught at least one undergraduate course at a four-year institution
- In 2018, over 13,000 faculty responded from 114 colleges and universities
- Append beta item sets

# Inspiration



“The first (complete) year with the flipped schedule allowed my students to ask SO MANY more questions than ever before. I was able to work on higher level questions with the students.”

--PHS AP Chemistry Teacher, Mr. Craig



# Flipped Courses

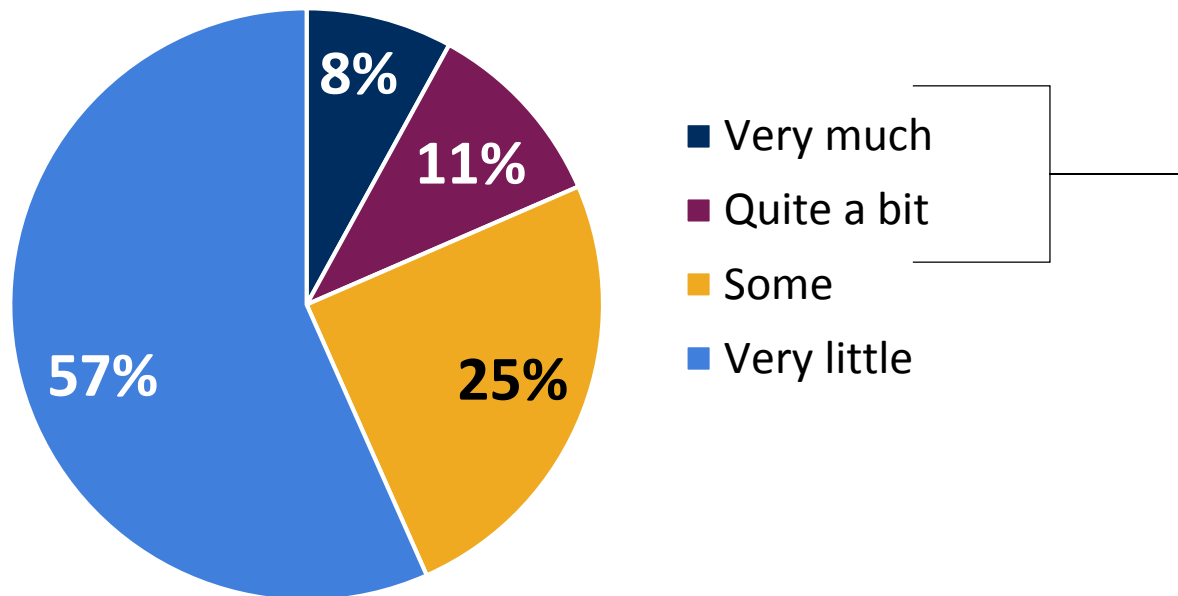
- Active, collaborative & situated learning
- Swap in-class & at-home assignments
- Leverages technology

"A flipped course swaps traditional in-class learning with typical out-of-class learning. For instance, new information is delivered online prior to attending class while activities related to processing and applying the information are completed during class." (FSSE, n.d.)

# Results Overview

1353 faculty from 18 institutions

How much does your course fit the description of flipped?



Around 1 in 5 faculty (n = 229) teach a course that's substantially flipped



# Faculty that Flip?

## Analysis:

- Disciplinary Area
- Academic Rank
- Tenure Status
- Gender Identity
- Racial/Ethnic Identification
- Sexual Orientation

## More Likely to Flip...

- Business Field
- Health Professions Field
- Full-time Lecturers or Instructors
- Faculty of Color:
  - Asian
  - Black or African American



# Course Characteristics that Flip?

## Analysis:

- Course Format
- Course Load
- Class Level
- Previous Experience Teaching The Course
- General Education Requirement
- Course Size

## More Likely to Flip...

- Course Format:
  - Distance Education
  - Hybrid: Class Instruction & Distance Education



# Relationships to Good Educational Practice

## Effect Size for Flipped Course ( $p < .001$ )

Higher-Order Learning	++++
Reflective & Integrative Learning	+++
Learning Strategies	+++
Quantitative Reasoning	+++
Collaborative Learning	+++
Discussions with Diverse Others	++
Student-Faculty Interaction	++
Effective Teaching Practices	++++
Course Goals	+++++

# Relationship with Time

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## Effect Size for a Flipped Course ( $p < .01$ )

Preparing class sessions

++

Teaching class sessions

Grading assignments and exams

+++

Meeting with students outside of class

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Course administration

++++

Working to improve your teaching

+++

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# Motivations

- I believe experiential learning is more effective than lecture-based learning
- Students learn the material better and can think critically about the content more easily
- It benefited the format of the class and content
- I wanted to modernize my approach-- generally, textbooks are dusty relics
- Wanted to use class time for more application activities
- To allow more time to discuss more complicated concepts, rather than delivering straightforward information



# Challenges

- The biggest challenge is that students would NOT utilize the videos, articles, and other materials posted
- Getting the students to actually view the lecture prior to class meetings
- It is time-consuming, it requires high-levels of organization
- The extra time it took to prepare the online material was much more than I expected
- Finding time to create and update materials
- Creating the lecture videos



# Benefits

- It inspired students to think critically on their own
- Classroom is more exciting and engaging
- Student's ability to problem solve and critically think through a concept
- Less of the sage on the stage, more student engagement
- I notice that the students have a greater mastery of the material
- Students grew so much and learned about collaboration
- The ability to do more activities related to processing the information in class



# Student Feedback

- Too much work; why don't you tell us what we need to do?; is this on the exam?
- They often complain that I "don't teach"-in other words I don't summarize the reading or other materials in a lecture
- Too much busy work. We're teaching ourselves
- Students prefer it, find it more engaging, less boring, more useful
- They say that they learn better from in-class activities
- Increase in their feeling of competence to do the work using what they learned



# Implementation

- Thinking about all that we've discussed, how could you implement an element of a flipped course within your class?
- What would support for more flipped courses look like?
- How could we navigate the challenges and areas with lower use of flipped pedagogies?



# Final thoughts and questions?

## Thanks for joining us!

Website: [NSSE.indiana.edu](http://NSSE.indiana.edu)

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Blog: [NSSEsightings.indiana.edu](http://NSSEsightings.indiana.edu)

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