

Examining Student Perceptions of Flipping an Agricultural Teaching Methods Course

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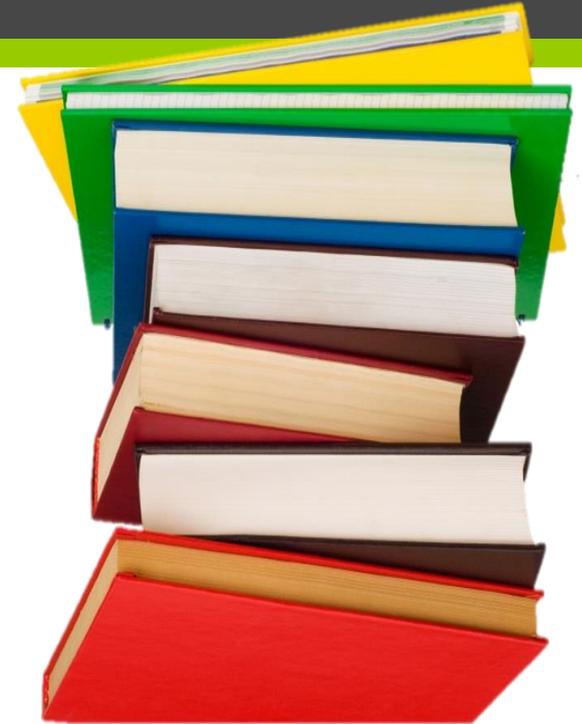
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Introduction

- the flipped classroom technique approach allows students to experience new concepts outside of class. (Brame, 2013)
- Exposure to the new material is typically accomplished through online videos used as lectures, or through readings. (Brame, 2013)

Shifting the Classroom Dynamic

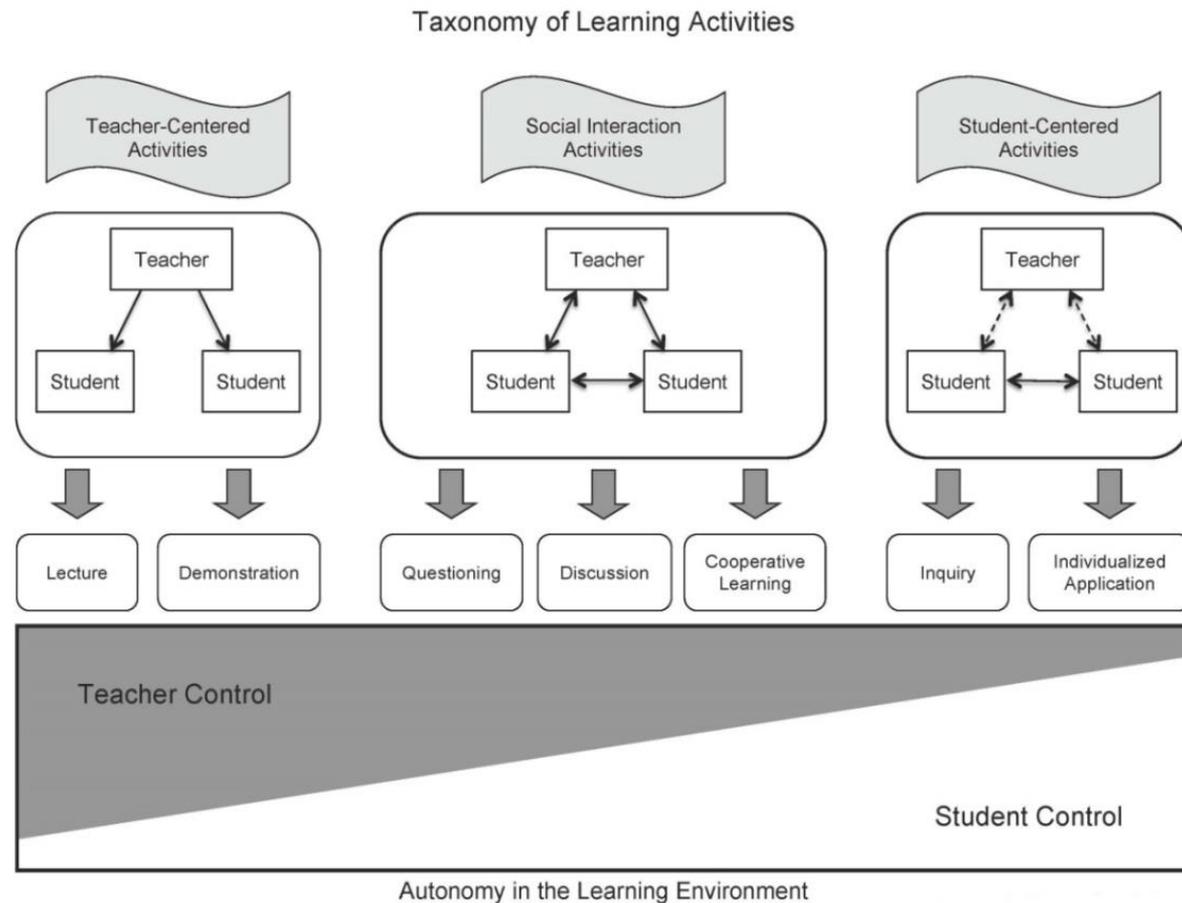


Illustration of the Taxonomy of Learning Activities Model (Roberts et al., 2010)

Purpose

The purpose of this study was to gain an understanding of undergraduate students' perceptions of experiencing a flipped classroom in a teaching methods course.

Methodology

➤ 4 Participants

➤ 3 Females

➤ 1 male

➤ Agricultural Education
Methods of Teaching
Agricultural and Extension
Education.

Methodology

➤ Qualitative Paradigm

➤ Semi-structured interviews

➤ Open-ended questions

➤ Thematic Analysis

➤ Trustworthiness

➤ Triangulation

➤ Member Checks

➤ Credibility

➤ Transferability

➤ Audit Trails

Findings

- Benefits and drawbacks of online lectures
- Knowledge and skill development
- Overall perceptions of the flipped classroom

Online Lecture

➤ Flexibility

- I took notes while I was watching the videos and I would pause them [online lectures] and write things down and um if I were to just listen to them [online lectures] and not have notes and just watch it only, I don't think I would have learned as much. – Participant S3
- I could do it [watch the online lectures] whenever it was best for me and sometimes that was one o' clock in the morning you know if that's what worked for me that's what worked for me and I didn't have to worry about if it was conducive to anybody else's schedule. – Participant S3

Online Lecture

➤ Structured Learning

- Anything that we needed to learn we could go on there [online lectures] and within the short amount of time you could learn it real quick and you know exactly what you are supposed to be doing. – Participant S1
- I liked how brief they [online lectures] were and they were very concise... I didn't feel like there was a lot of fluff... it was just the meat of the information and nothing else. – Participant S3

Online Lecture

➤ Personal Responsibility

- It's really the responsibility of the student to watch the videos and to make sure that they understand and gain the content and gain the knowledge...I feel like the [personal responsibility] impacted my learning because I realized that I could just watch this or I could actually take notes, pause it [the video] and that impacted my learning and I knew that was on me and so that responsibility made me take it more seriously because I knew that it was literally up to me to learn. – Participant S3
- I felt like it [online lectures] was too much responsibility on the students. – Participant S2

Online Lecture

➤ Content Delivery in a Focused Environment

- In the videos for the flipped classroom it went into detail about what modalities are used and what should be involved in each like teaching method and so that helped when we were doing our teaching methods because the video taught us things we needed to do and I guess that helped. – Participant S2

Knowledge and Skill Development

➤ Applications

- What really helped was watching videos of other students using that method [teaching method] or when he [instructor] used that method on Tuesday so we had an idea of what kind of lessons we can do and what kind of material we could use. – Participant S2
- We were able to get that experience like even though it was just for a little bit, we weren't just learning about it [teaching methods] and doing it, we were applying it as we went. – Participant S4

Overall Perceptions

➤ Initially Apprehensive

- Initially resistant to the idea [of the flipped classroom] because I thought it would require more work on my part.
– Participant S3

➤ Boost of Confidence

- I do feel more prepared to enter a real classroom, which I can attribute to having taken part in a flipped classroom. It has caused my self-confidence to increase, as well as lowered my anxiety levels. – Participant S3
- I would say that through the flipped classroom I was able to better grasp concepts and learning strategies taught in-class and was challenged to apply them in real life situation. – Participant S4

Conclusion

- Flexibility
- Student Responsibility
- Increased Self-Efficacy

Recommendations

- Future Research
 - Cognitive Gains of Students
- Integrating Technology
 - Lecture Capture
 - Video Podcasts
- How to Implement
- Make Connections



Thank You

Question from the Audience

