

A silver laptop is shown from a front-facing perspective, open. The screen is black and displays white text. The laptop has a silver keyboard and a silver trackpad. The text on the screen is centered and reads: "Flip It or Flop It: Semi-flipping Courses to Promote Student Engagement". Below the title, the authors' names and affiliation are listed: "Courtney Gibson & Dr. Erica Irlbeck, Texas Tech University".

Flip It or Flop It: Semi-flipping Courses to Promote Student Engagement

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Background

- College students have different needs and expectations than previous generations
- Traditional lectures may not be as effective due to the students' diverse learning demands (Roehling et al., 2011)

Background

- Implementing learner-centered teaching methods may help address this issue and can lead to greater success for students (Wright, 2011)

Flip It!

- First module (event planning) of a senior-level agricultural communications campaigns course was flipped
- Students watched pre-recorded lectures prior to class meetings

Flip It!

- Students learned new materials from the lectures, and then the instructor could use class time for student-centered activities that promoted engagement
- Allowed time for discussion, group activities, role play, and other pedagogy

How to...

- Record lectures using Camtasia, Media Site, video camera, or even Power Point
- Upload to Dropbox, Blackboard, or class web site

How to...

- Students watch before class
- Lesson discussion time
- Daily quiz
- No traditional, in class lectures during this portion of the class

Initial Success

- Average quiz grade during the flipped portion of this course was 84.7%
- Average quiz grade for the rest of the semester was 76.7%

Initial Success

- Students were observed to be more engaged in class activities, more willing to speak up during class discussions, and spent less time on their personal computers during class sessions

Student Feedback

- Some said they learned more by watching lectures than reading texts
- A few watched the lectures again before their project was due
- Others prefer an in-class lecture so they can ask questions and interact

Flop It?

- Initial time commitment
 - Create lectures and post
 - Plan classroom activities
 - Write quizzes
- Technology planning
 - Power Point didn't work so well...

Flop It?

- Need a good place to store lectures
 - Dropbox issues
- More grading
 - Quiz. Every. Single. Day.

Advice for Others

- Give an assessment to see if students watched the lecture
- Choose mode of delivery wisely
- Semi-flipping worked very well before making the decision to completely flip

Keeping it!

- It was more fun to teach the class this way
 - Allowed for more active learning, promoted creativity, and students were more involved with each other and the instructor

Keeping it!

- Will not do an entire class flipped
- Event planning projects were impressive and creative
- Felt like students learned more this way when compared to previous semesters

A silver laptop is shown from a front-facing perspective, open. The screen is black and displays the word "Questions" in a white, sans-serif font. The laptop's keyboard and trackpad are visible below the screen. The device is set against a dark background.

Questions