

GEORGE WARREN
BROWN
SCHOOL
—|| of Social Work ||—

Clicking & Flipping: Two Active Technology Teaching Strategies

**Washington University in St. Louis iTeach Symposium
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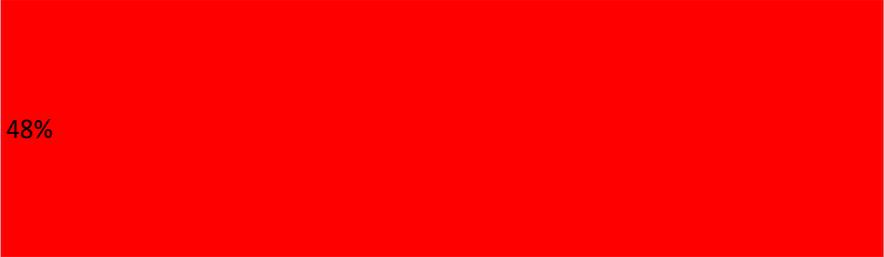
Introductions and Agenda

- Who we are and how we click and flip
- Our objectives for today's workshop:
By the conclusion of this workshop and with the aid of the materials provided, participants will:
 - Be familiar with the benefits of using audience response systems
 - Have an introductory understanding of a flipped classroom
 - Be able to describe how to incorporate one or both of these strategies into their classrooms

How important is it for you to learn something new in this workshop today?

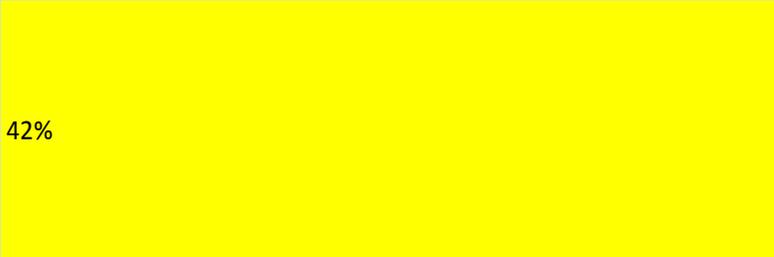
A. *Very important:* I know my students need to be more actively engaged, even I am bored with my lectures

48%



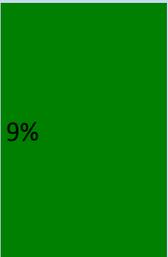
B. *Somewhat important:* I am doing an OK job engaging students during class time

42%



C. *Not very important:* I am already an expert at using class time efficiently and effectively

9%

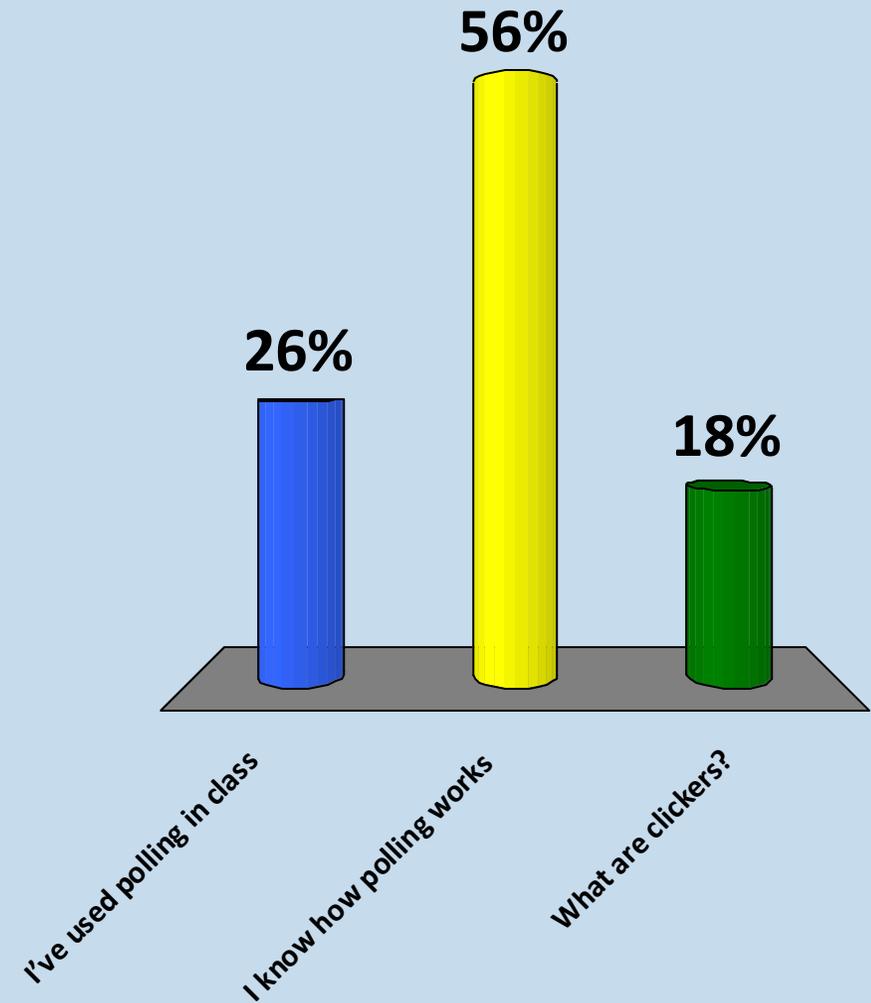


How familiar are you with clicker/polling technology?

A. I've used polling in class

B. I know how polling works

C. What are clickers?

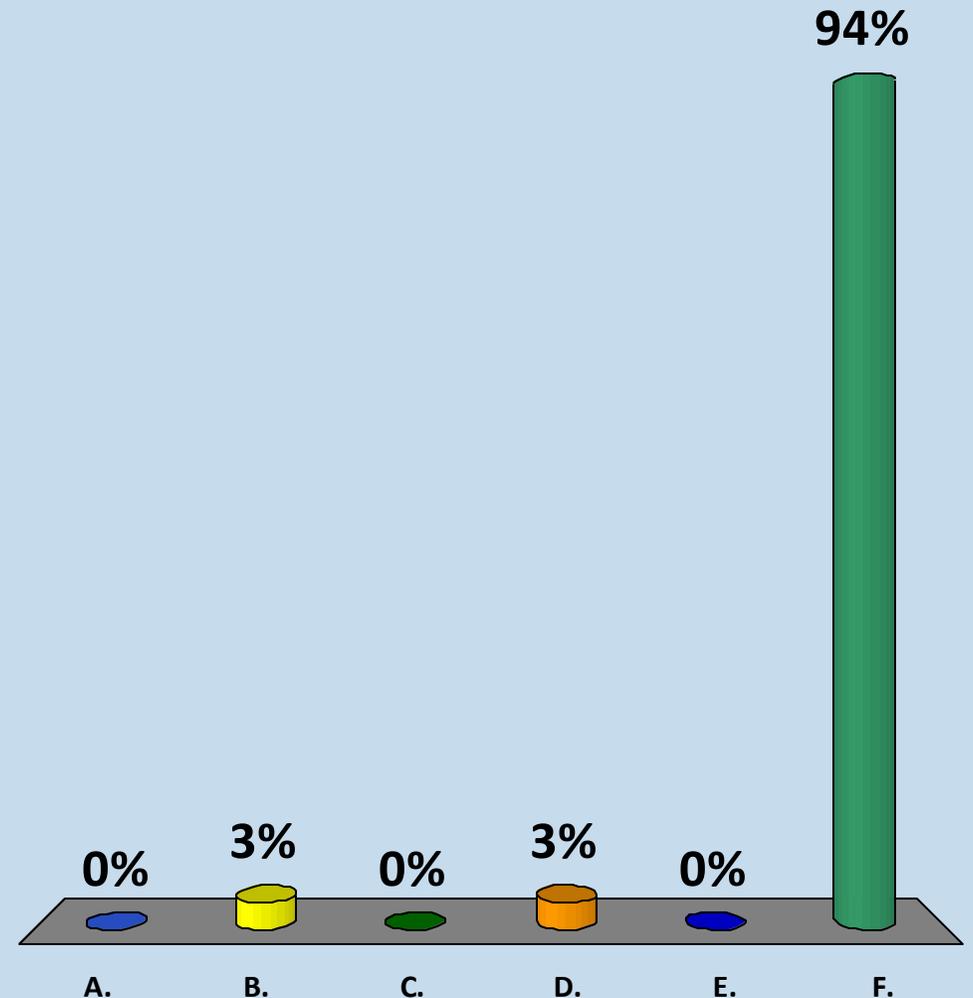


What is “clicking” (polling technology)?

- Audience Response Systems: hardware/software/web-based/ /cloud-based systems which create interaction between the presenter and the audience.
- Shifts 1 way communication (lecture) into 2 way communication (dialogue).
- There are **many** products on the market. Here are a few:
 - [Poll Everywhere](#)
 - Free version available, uses text messaging for polling
 - [Turning Technologies \(Turning Point\)](#)
 - Uses clicker devices for polling
 - This is what we’re using today.

When and why would an instructor want to use clickers/polling technology in their class?

- A. To determine (in real time) if students are absorbing lecture material
- B. To gather student input on upcoming topics
- C. To anonymously find out how satisfied students are with the course structure
- D. To replace reading quizzes
- E. To improve student and class participation rates
- F. All of the above (and more!)

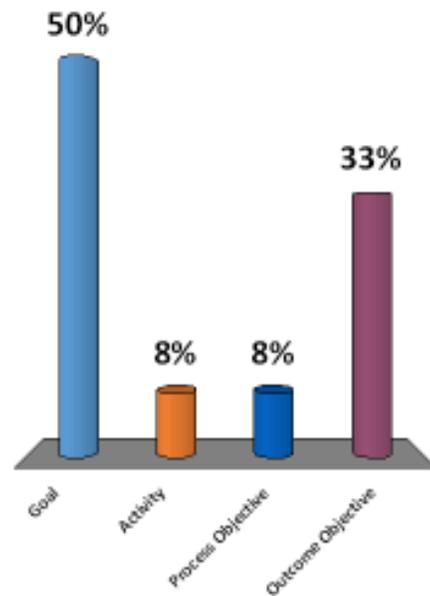


Example of effectiveness (from Lorien Carter's classroom)

Week #5

One year after the SFP program ends, student participants will have increased their self-esteem levels by 15% as indicated by the Survey of Student Attitudes and Behavior Questionnaire.

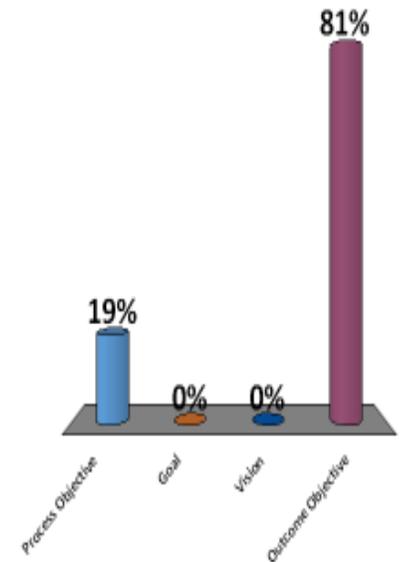
- A. Goal
- B. Activity
- C. Process Objective
- D. Outcome Objective



Week #7

By the conclusion of the 2015 Fall semester, 100% of the Developing Programs class will understand the difference between best practices and evidence based programs, as measured by the accuracy of their responses to "name that program design."

- A. Process Objective
- B. Goal
- C. Vision
- D. Outcome Objective

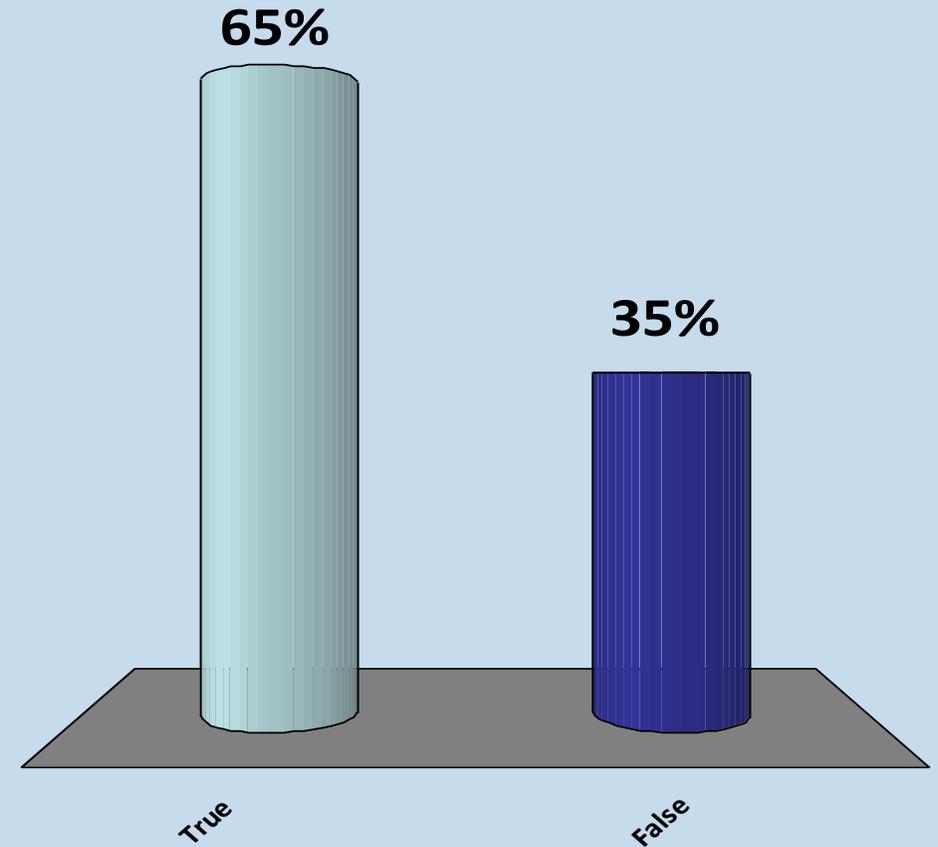


Clicking: Lorien's Lessons Learned!

- **Become friends with (or bribe) your IT support staff!**
- In advance of a polling session/presentation:
 - Ensure that your classroom has polling software on the instructor computer
 - Ensure that you have enough clickers for each student
- When you start a polling session/presentation:
 - Turning Point must be open FIRST in order for polling to activate (before you open the PPT presentation)
- When you're done with a polling session/presentation:
 - SAVE your polling data!
- Other suggestions:
 - Play around with the advanced features – Turning Point has competition options too!
 - **Students love this so be prepared to spend time creating polls on a regular basis!**

I watched the “flipping video” on YouTube in advance of today’s workshop session.

- A. True
- B. False



Flipping assessment

- To ensure that my students watch the video, I often (not always) start class with a short multiple-choice team-based quiz over the material in the video
- Team quiz process (Michaelsen et al, 2004):
 - Do the quiz on your own (usually you'd turn in the quiz form before the team part)
 - Find 4 people for a quiz team and do the quiz again with the group using a scratch off form
 - Discuss any questions you don't agree on to come to consensus before scratching off your proposed answer
 - In class, the total score is a combo of individual and team

Flipping discussion

- General questions about the video or other topics related to the flipped classroom
 - Video: <https://www.youtube.com/watch?v=UVL4M2vKg9w>
- Thinking about your own classes, what do you think are the potential benefits of using a flipped classroom format?
 - For you as an instructor
 - For your students
- What are your concerns about using a flipped classroom format in your classes?

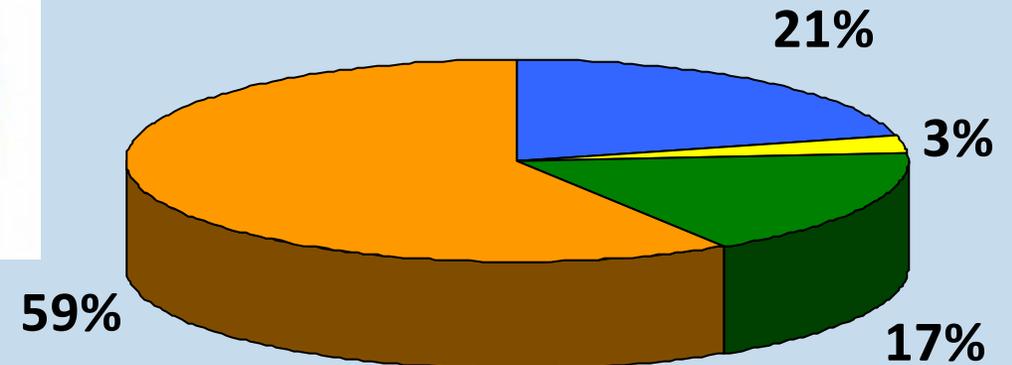
Flipping activity (handout only)

- Identify a topic in one of your courses that might be a good flipping candidate
 - Write the goals for your students after you cover the topic as you currently teach it, for example:
 - The students will understand....
 -be able to define/create/calculate...
 - Then, describe how the students currently meet the goal, for example:
 - Listen to/watch in-class lecture
 - Listen to/watch online lecture
 - Participate in in-class/online discussion
 - Complete readings
 - Complete homework activities
 - In the third column, write down how you might change the topic to a flipped format
 - Then list some of the possible benefits and challenges for flipping this topic
- Share your plan with 2-3 others in a small group, discuss the changes from current to flipped format

Which picture best describes how you feel about using the two strategies discussed in today's workshop?



- A excited penguin
- B avoidant ostrich
- C timid kitten
- D thoughtful owl

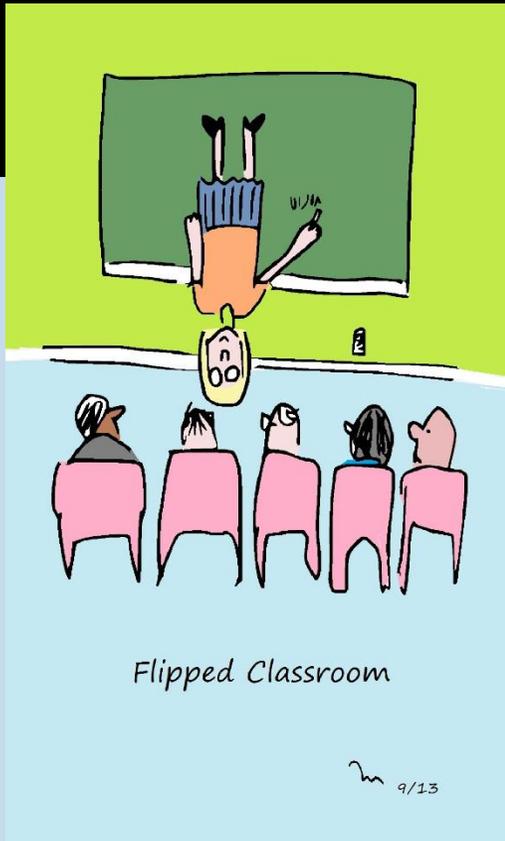


■ A excited penguin ■ B avoidant ostrich ■ C timid kitten ■ D thoughtful owl

Question and Answer Time!

- What questions do you have about using clicking/polling?
- What questions do you have about flipping a classroom?

Thank you for your time and attention today!



Happy flipping semester!

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What's your preferred way to contact me?
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