Clicking & Flipping:
Two Active Technology Teaching Strategies

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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

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

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

- I’ve used polling in class: 26%
- I know how polling works: 56%
- What are clickers?: 18%
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?
• 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: 59%
- B avoidant ostrich: 3%
- C timid kitten: 17%
- D thoughtful owl: 21%
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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