The Flipped Classroom & Applied Learning

OCTOBER 24, 2014

By the end of this session, the participant will be able to:

1. Describe what learning looks like at UNCW
2. Discuss the benefits and challenges of the flipped classroom
3. Relate the resources and opportunities for involvement with ETEAL/Applied Learning at UNCW

Agenda

- Learning at UNCW
- Applied Learning
- The Flipped Classroom
- Sharing of Examples of Applied/Service Learning
- ETEAL support of AL
  - Summer Institute
  - ALTC AL & Teaching Community
  - ETEAL-Supported Initiatives

Have you ever head this from your students? "Just tell me what is on the test!"

- Why do you suppose they make that demand of us, their teachers?
  - Too much content
  - Too busy
  - Can't manage it all
  - I hate participating in active learning
  - I want teachers to teach me – I am not paying money to teach myself

How do we know our students are learning, meeting our outcomes?

What does learning look like at UNCW?

What is Learning at UNCW?

The University of North Carolina Wilmington ... dedicated to learning through the integration of teaching and mentoring with research and service. ...stimulates creative inquiry, critical thinking, thoughtful expression and responsible citizenship ...high-quality programs ... research activity... teaching excellence ... student involvement in faculty scholarship. ... diversity and inclusion, ... scholarly community engagement

(Adopted by the UNCW Board of Trustees on October 23, 2009, Approved by the UNC Board of Governors on November 13, 2009) Last Updated: November 14, 2009

Student Educational Goals: Learning Outcomes:

At UNCW, our deepest and most sustaining commitment is to the **journey of learning**, inquiry, and discovery for our students. The establishment of student learning outcomes (statements of what students will know and be able to do at the end of a program of study), combined with a continuous assessment of those outcomes, guides our curricula and is a critical component of the powerful UNCW learning experience. Continuous assessment also ensures the continuing evolution of our ... learning outcomes are aligned with the four categories of student learning articulated in the **university mission**--**creative inquiry, critical thinking, thoughtful expression, and responsible citizenship**—and to the **eight UNCW learning goals** that support them (**http://uncw.edu/learningoutcomes/index.html**) .

Eight Principles of Good Practice (National Society for Experiential Education [NSEE], 1998

- Applied/Experiential Learning Activities follow the *Eight Principles of Good Practice (National Society for Experiential Education* [NSEE], 1998) taken verbatim from their website http://www.nsee.org/8-principles:
- See handout

UNCW's pilot, Centering Student Learning

- **Using ePortfolios** to assess two Core Competencies – Written Communication and Critical Thinking (http://www.uncw.edu/assessment/ePortfoliopilot.html)

- Cross-Programmatic Assessment of Core Competencies

The University's Quality Enhancement Plan (QEP)

Developed by UNCW that (1) includes a process identifying key issues emerging from institutional assessment, (2) focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution, (3) demonstrates institutional capability for the initiation, implementation, and completion of the QEP, (4) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP, and (5) identifies goals and a plan to assess their achievement."

(http://uncw.edu/QEP/FAQ.html#QEP)

ETEAL: Experiencing Transformative Education through Applied Learning

- **What are ETEAL'S Definitions of Applied Learning & Critical Reflection?**

- **Applied learning** is a pedagogical model that places students in experiences that require them to integrate theories, ideas, and skills that they've learned in new contexts, thereby extending their learning.

- **Critical reflection** is a teaching strategy designed to promote the intentional development of "problem-solving skills, higher order reasoning, integrative thinking, goal clarification, openness to new ideas, ability to adopt new perspectives, and systematic thinking" (Ash & Clayton, 2009, p. 27). It produces "[T]he intentional consideration of an experience in light of particular learning objectives" (Hatcher & Bringle, 1997, p.153).

- http://uncw.edu/QEP/FAQ.html#QEP

ETEAL's Goals

- To improve student learning in applied learning experience through enriching the environment supporting student learning.

- To provide faculty and staff with information and resources about high-impact practices in applied learning pedagogy as appropriate to their discipline and responsibilities.

- To promote the incorporation and implementation of high-impact practices of applied learning throughout UNCW.

ETEAL's Student Learning Outcomes

- ETEAL draws its student learning outcomes from the University Studies required Component: Explorations Beyond the Classroom (EBC):

- **EBC1**. Students will be able to articulate their expectations, the purpose, and/or the goals of the experience in terms of their personal educational development.

- **EBC2**. Students will synthesize knowledge drawn from their coursework to address the issues/challenges/questions involved in the experience.

- **EBC 3**. Students will be able to communicate the impact or significance on their personal educational development and on others in the profession or in the field at the conclusion of the experience.

Chalk Talk Activity

- What does applied learning look like at UNCW?

- Brookfield, 2012, pp. 186-187 (Stephenbrookfield.com)

Applied Learning Pedagogy

Applied learning is a pedagogical model that places students in experiences that require them to integrate theories, ideas, and skills that they've learned in new contexts, thereby extending their learning (UNCW ETEAL).

What is Applied Learning Pedagogy - how does it work?

- Let's look for a minute at one of the more trendy examples of applied learning – the Flipped or Inverted Classroom.


 **~~Brainstorming re: Flipped Classrooms~~**

Defining Flipped Learning

- Teachers shift direct learning out of the large group learning space and move it into the individual learning space, with the help of one of several technologies.
  - Narrate screencasts
  - Create videos
  - Internet sites (e.g. TED-Ed)
  - Capitalizing on students' prep, teachers devote more time for integration and application of knowledge
    - → student centered active learning
- Shift from teacher-driven to student-centered learning

Reasons Flipped Classrooms Work (Millard, 2012)

1. Increases student engagement
2. Strengthens team-based skills
3. Offers personalized student guidance
4. Focuses classroom discussion
5. Provides faculty freedom
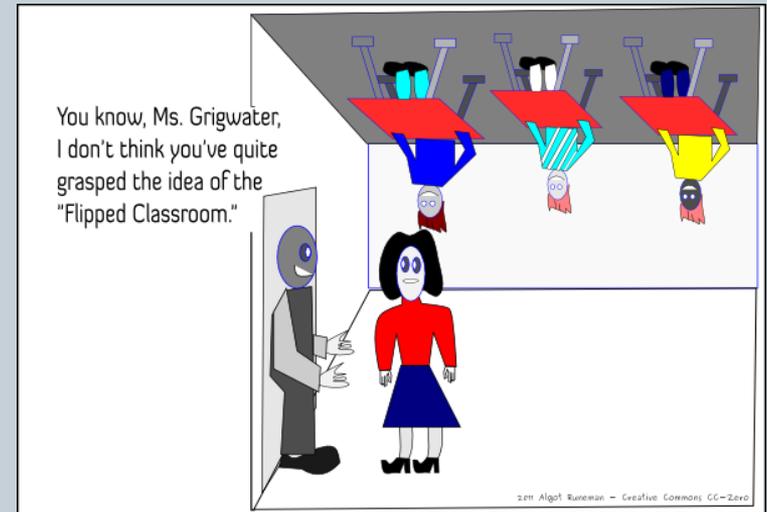
4 Pillars of Flipped Learning (Pearson's Model, 2013)
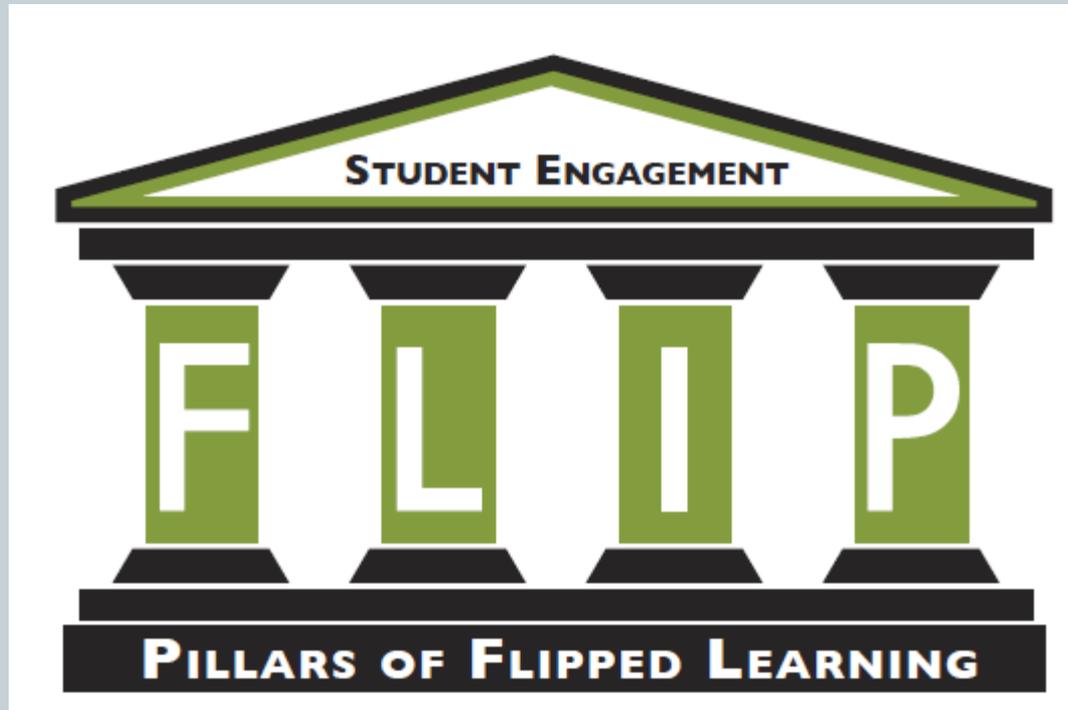
The four Pillars of F-L-I-P are Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

What does the evidence tell us?

- Limited research in higher education
- Students help each other in class more & scores increased (Papadopoulos & Roman, 2010)
- Students understand course content better (Missildine et al., 2o13; Warter-Perez & Dong, 2012)
- Some students are less satisfied (Missildine et al., 2o13; Strayer, 2012)
- Some students expressed more satisfaction (Crouch & Mazur, 2010; Frederickson et al., 2005)
- Most teachers like this approach to learning but may experience (Honeycutt & Glova, 2014)

Concerns

- Faculty express concerns that they are already "flipping" or using applied learning pedagogies
- Many of you are from the professional schools and already feel that you are already teaching this way
- Faculty have concerns that by focusing on student collaboration and activities led/generated by others that actual instruction is sacrificed
- "Lead from behind" – teacher engages in observation, feedback, assessment (Marshall, 2013)
- Your thoughts?

Apps for the Flipped Classroom

- Appitic
- App Lists for Educators
- http://appitic.com/
- Creating and Sharing & Finding Apps

Examples

- ETEAL funded applied learning grants
- Applied/service learning examples

ETEAL supports Applied Learning Pedagogy at UNCW

- Applied Learning Summer Institute
- Applied Learning and Teaching Community (ALTC)/CTE
  - ALTC fellows
  - Programs/support
- ETEAL-supported Initiatives
  - RFP funded applied learning initiatives
  - Include – intentionality, engagement, critical reflection, SLOs
  - Fall & Spring semesters