

Short Course Title:

A Lively Experiment in the Communication Classroom: Discovering the “Flipped Classroom” and Blending Learning Environments

Purpose and Objectives:

The “flipped classroom” is an innovative teaching method that inverts traditional teaching methods. Course content is delivered via video podcasts and learning modules that students view online outside class. As a result, students are afforded the opportunity to spend class time working on higher level learning activities such as problem-based learning, application, evaluation, and synthesis of content learned. The goal is to promote student engagement with the course content in an effort to increase learning outcomes.

The proposed short course is designed for instructors who are interested in learning about new pedagogy and instructional tools. The “flipped classroom” model is traditionally structured as a blended learning environment in which instructors can engage students using low-cost technologies. Specifically, this short course will address the following: strategies to “flip” the traditional communication classroom, evaluation of student work, and strategies/technology available to deliver course content. Moreover, topics addressed in this short course will include:

- Ways to transition to a “flipped classroom” format
- Discussion of the advantages and disadvantages of a blended approach to delivering course content
- Technology options available to flip the classroom format at low-cost or no cost to the instructor
- Challenges to the blended classroom format
- Best practices in creating and utilizing the “flipped classroom”

Short course participants will receive sample syllabi for various communication courses that have been flipped, as well as assignments, activities, and teaching ideas for delivering course content in a blended format. In addition, participants will be provided information on resources that may be used to capture and disseminate video lectures to ensure quality learning.

The short course facilitators have several years of combined experience “flipping” communication courses. Facilitators have taught courses in Human Communication, Public Speaking, Organizational Communication, Quantitative Research Methods, and Interpersonal communication at both the undergraduate and graduate levels using the “flipped classroom” model.

Course Description:

This Short Course is designed for instructors who are interested in learning about new pedagogy and instructional tools. The “flipped classroom” model is traditionally structured as a blended learning environment in which instructors can engage students using low-cost technologies. Specifically, this short course will address the following: strategies to “flip” the traditional communication classroom, evaluation of student work, and strategies/technology available to deliver course content. Short course participants will receive sample syllabi for various communication courses that have been flipped; as well as assignments, activities, and teaching ideas for delivering course content in a blended format.

Learning Objectives:

Upon completion of this Short Course, participants will be able to:

1. Create learning objectives and syllabus for a flipped classroom incorporating a wide variety of technologies to deliver course content.
2. Create activities and assignments to evaluate student learning outcomes and engage the student in active learning.
3. Understand and know how to address challenges inherent in a blended classroom.
4. Create quality video lectures using low-cost or free technology.

Facilitators:

Nicole Blau, Ph.D.

Assistant Professor – Ohio University – Lancaster

Candice Thomas-Maddox, Ed.D.

Professor – Ohio University - Lancaster

Jason S. Wrench, Ph.D.

Associate Professor / Department Chair – SUNY New Paltz

Melissa Broeckelman-Post, Ph.D.

Assistant Professor / Basic Course Director – George Mason University

The Short Course facilitators have many combined years of experience flipping the classroom and teaching communication courses in a blended format at the undergraduate and graduate levels. Each facilitator has successfully delivered course content using innovative technologies such as Blackboard, iMovie, Prezi, Camtasia, Panopto, and Moodle.

Rationale:

Instructors in higher education continue to face challenges when delivering course content. A growing number of students, learning styles, and an increase in reliance on technology are issues to consider in the communication classroom. Innovative teaching strategies are needed to assist students in achieving learning outcomes.

The “flipped classroom” model is becoming increasingly popular among educational institutions in an effort to accommodate student needs. According to an article in the Chronicle of Higher Education, Harriossn Keller (Vice Provost for Higher-Education Policy, University of Texas at Austin) argues that the “flipped classroom” model allows for a more productive learning environment. Instructors’ time, energy, and expertise is used more efficiently and higher learning outcomes may be achieved.

Outside of the communication discipline, the “flipped classroom” model has been integrated and has gained the attention of students and administrators. In the 21st century, it is imperative that communication instructors seek out innovative and engaging teaching methods. It may be argued that the “flipped classroom” model is more learner-focused than teacher-focused as in the traditional classroom model. The “flipped classroom” and blended formats are options to empower students and further engage them in the learning process.

Instructional Agenda:

I. INTRODUCTION: WHAT IS THE FLIPPED CLASS?

- A. Preview short course agenda
- B. Discuss short course objectives and procedures
- C. Define the Flipped Classroom
- D. History and Evolution of Blended Learning

II. ADVANTAGES/CHALLENGES OF THE FLIPPED CLASSROOM

- A. The role of the student
- B. The new role of the instructor
- C. Matching Course Objectives to the Blended Learning Format

III. RESOURCES FOR FLIPPING COURSE CONTENT: FROM IN-CLASS TO OUTOF-CLASS

- A. Review of Lecture Capture Technologies
 - Camtasia, PowerPoint, Panopto, Desire2Learn, YouTube and more...
- B. Free and Low-Cost Options to Supplement Online Lecture Capture
- C. Developing the Flipped Course Syllabus

IV. CONCERNS IN FLIPPED CLASSROOMS/BLENDED LEARNING ENVIRONMENTS

- A. Time management
- B. Clarifying of the student
- C. Practices for handling technological glitches

V. CREATING AN ACTIVE IN-CLASS EXPERIENCE

- A. Creating engaging in-class assignments
- B. Aiding students in application, evaluation, and synthesis of course content

VI. Q&A

Audio-Visual Equipment Requests:

- LCD Projector (Facilitators will bring their own laptops/iPads)
- Internet Connection

Facilitator Contact Information:

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