

A DIFFERENT WAY OF TEACHING

DAVID W. DAILEY

EASTERN KENTUCKY UNIVERSITY

HOW DO YOU TEACH? AND WHAT ARE THE RESULTS?

Students are unprepared

They pay little attention in class

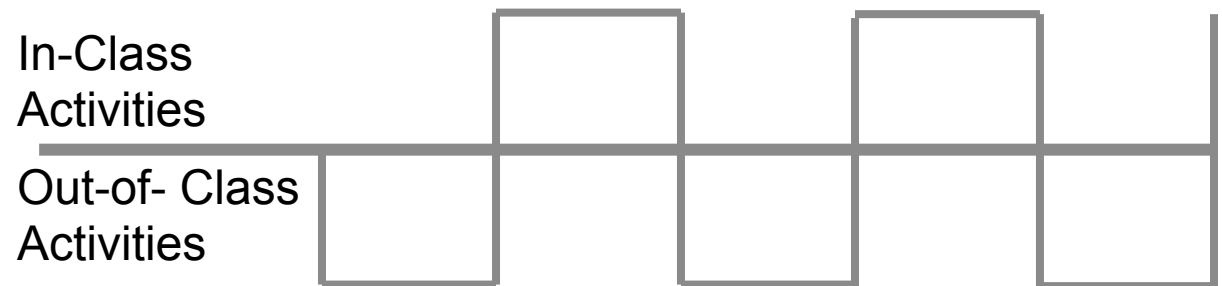
I feel frustrated when they don't do well



A DIFFERENT APPROACH

Workshop by L. Dee Fink

- Director, Instructional Development Programs, University of Oklahoma
- Just before classes began, Fall 2014
- Presented a different approach
- The “Castle Top” template



THE FLIPPED CLASSROOM



From the research

- Most are using videos (commercial, Youtube or teacher made) for pre-class learning
- Too much prep time for teachers
- Some students don't have on-line access
- This is a role change for teachers
- More class time for activities
- Ability to stop, rewind and review (not possible during a lecture)
- Limited access to computers, limited teacher time for creating and duping, too much screen time for students
- The teacher is not the "sage on the stage", but the "guide on the side".
- The Flipped Classroom is NOT: A synonym for online videos.

NO WAY!

Students don't read the text now

Lectures on-line for download – they seldom download

Short videos on-line for review

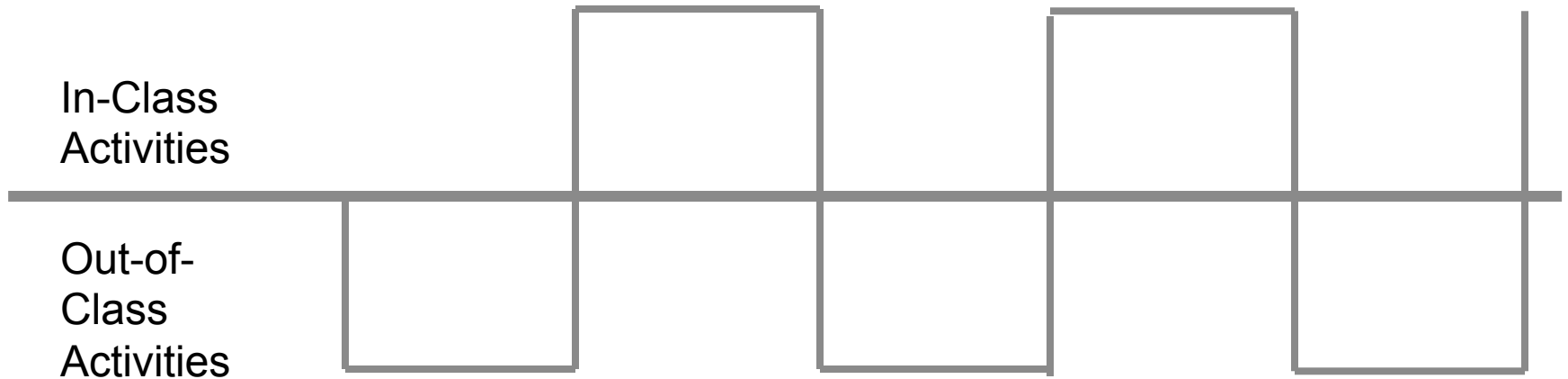
- Would they access them?



“CASTLE TOP” TEMPLATE

Prior to class

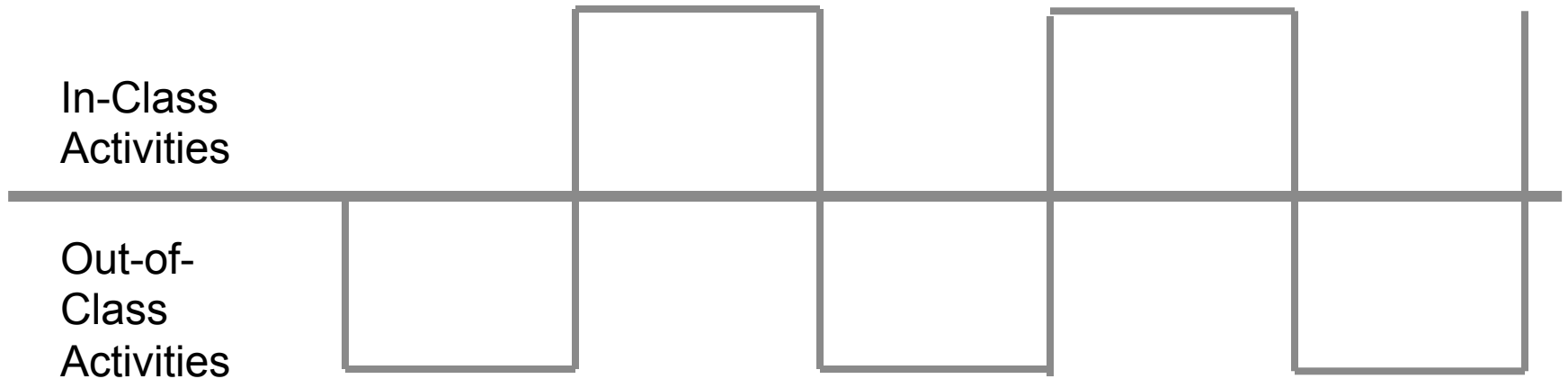
- Read assigned readings
- Review posted lecture notes on Blackboard
- Watch posted videos



“CASTLE TOP” TEMPLATE

In class

- Group review time
- Quiz
- Group quiz
- Show samples
- Answer questions
- Demonstrate
- Lab time



WAIT A MINUTE

Why NOT?

- Lectures were already on-line – Blackboard
- Test questions already in a data bank
- Use the same samples previously used during typical lectures
- Demonstrate as always
- More lab time is now available

WHY NOT TRY IT?

Give it a try

- Add “Need to Know” slide to each on-line lecture
- Divide class into groups, depending on class size
- Allow time for review
- Give a short individual quiz
- Groups gather and complete the same quiz
- Go over the quiz
- Show examples supporting material
- Demonstrate
- Lab time

RESULTS

GCM 211, Graphic Communications class

4 tests about every 2-3 weeks, and a final

**Implemented
Castle-Top**



	Test 1	Test 2	Test 3	Test 4	Final
Fall 14	82.4	81.5	79	75	72.6
Spr 14	78.5	68.9	70.7	72	66.2
Fall 13	77.5	72.8	71.8	67	63.3
Spr 13	77.8	76.4	67	71	75.7
Fall 12	76	72	70	76	71
Spr 12	84.9	81.2	77	75.1	76.3
Fall 11	79	74	77	70.3	73

Students not completing the course were removed prior to averaging scores

RESULTS

GCM 319, Specialty Graphic Imaging

**Implemented
Castle-Top** →

	Midterm	Final
2015	77.3	78.3
2014	73.4	77
2013	75	73
2012	79	76
2011	78.6	76.4
2010	73	70
2009	63.6	69

Taught Fall Only

RESULTS

GCM 318, Flexographic Printing

Implemented
Castle-Top →

	Midterm	Final
2015	77	72
2014	84.6	82
2012	79	77.5

Class first offered in 2012, and did not make in 2013
Taught Spring Only

RESULTS

GCM 410, Finishing and Packaging

Implemented
Castle-Top



	Midterm	Final
2015	79	80.7
2014	76.4	77.8
2013	78.9	74.8
2012	74.6	75
2011	81.7	77.8

Taught Spring Only

PROBLEMS

Students with lack of discipline, attendance

With this concept, students are divided into groups which ideally would review material prior to the quiz

- Little success with this

A class that will not do anything

- Beginning Graphic Communications Class

	Test 1	Test 2	Test 3	Test 4	Final
Spr 15	73	63	61	64	66

GOOD POINTS

Less lecture type time

- Used for showing samples referred to in the on-line lecture notes
- Demonstrations

More lab time available

Generally positive comments

COMMENTS

GCM 211, Graphic Communications, F14

- *During this semester, instruction has been ‘flipped’ encouraging you to prepare more thoroughly for class. Please give your honest opinion about this method of class operations.*
 - I feel like I was best prepared for this one.
 - I liked the way he changed his teaching methods this semester, it was more real world scenarios
- *By not having lectures, I believe I learned just as much from before class preparation as I would have from lectures.*
 - I strongly agree. When you have long lectures no one in class really listens. I like how he let us read it on our own and then quizzed us because it made us actually learn it.

COMMENTS

GCM 318, Flexographic Printing, S15

- *During this semester, instruction has been ‘flipped’ encouraging you to prepare more thoroughly for class. Please give your honest opinion about this method of class operations.*
 - It was good, I was more prepared for class.
 - I like the no lectures. It’s a good idea because we are prepared fro class to take the quiz. Which helps on tests.
- *By not having lectures, I believe I learned just as much from before class preparation as I would have from lectures.*
 - I learned a lot when I did the reading, but not so much when I forgot there was a quiz or couldn’t find time to do the reading

TAKE A LOOK

What a 'flipped' classroom looks like - 8 min – totally flipped
HS https://www.youtube.com/watch?v=G_p63W_2F_4

For more details

- Search for “Flipped Classroom”
- Youtube for “Flipped Classroom”