

## GUIDED PRACTICE PRE-WORKSHOP ACTIVITY

Do the Flip! June 18, 2018 • San Jose State University

Time estimate to complete this assignment: 90 -- 120 minutes.

### Overview

Thanks for signing up for this workshop on the use of flipped learning! The workshop itself is flipped -- we'll spend most of our time in the workshop actually *working*, and your job before coming to the workshop is to prepare through some reading and video-watching.

### Learning Objectives

#### Basic objectives (while preparing for workshop)

1. Identify the characteristics of a high-quality flipped classroom (our definition)
2. Distinguish between myths and truths about flipping the classroom.
3. Distinguish between clear and unclear learning outcomes.
4. Identify the parts of a "guided practice" document and explain why a guided practice (GP) is important.

#### Advanced objectives (in the workshop)

1. Clarify basic & advanced learning objectives for your lesson.
2. Draft ideas for initial exposure activities (videos, readings, etc.) for your lesson.
3. Based on advanced learning outcomes for a specific topic, draft ideas for a class period to provide significant active learning experience and post-class reflection or practice.

### Preparatory Activities and Resources:

1. **Read** the working definition of the flipped classroom below:

Flipped learning is a pedagogical approach in which first contact with new material moves from the group learning space to the individual learning space in the form of structured activity, and the resulting group space is a dynamic interactive learning environment in which the educator guides students as they apply concepts and engage creatively in the subject (Talbert, 2017, p. 20).

#### Flipping involves

- 1) carefully crafted preparation activities for most classes,
  - 2) accountability for those activities,
  - 3) active learning in every class session, and
  - 4) reflective practice after the class session.
2. **Read:** Chapters 1, 4, & 5 of "Flipped learning: A guide for higher education faculty" by Robert Talbert. (Feel free to read more!). As you read, think about what's important, what surprises you, what links up with things you already do, and what questions you are left with. (Linked to Basic LOs: 1-4)

- a. **Option if you didn't get the book in time to complete preparation:** See a workbook version <https://drive.google.com/file/d/0B-QCkjK6ddRZnZIX2dQY2RPY3M/view> .
3. **Watch:** Please watch these videos (Linked to Basic LOs: 1, 2)
  - a. Ji Son: CSU LA Statistics for Psychology: <https://vimeo.com/203219987> [5:05]
  - b. Five things I wish I'd known when flipping:  
<https://www.youtube.com/watch?v=4JPdGlyt6gg> [4:27]
  - c. Tim Hsu, SJSU, Teaching Calculus: <https://youtu.be/KSkC9KsMD5g> [2:56]
4. **Read:** [How to write clear Learning objectives.](#)
5. **Explore:** Skim [this document](#) which contains 273 (!! ) active learning strategies – don't worry, each one only has a sentence or so description, and you don't have to read the whole thing if you don't want to. DO pick out several that look intriguing to you:  
<http://www.usf.edu/atle/documents/handout-interactive-techniques.pdf> (Linked to Basic LO: 4)

Exercises: Please complete by June 11<sup>th</sup>

For your exercises (linked to LO 1 – 4), you may need to go to an outside link (below) to complete the task. The tasks are:

1. A quick [quiz](#) on flipped learning based on the reading and videos (direct link: [Quiz on Flipped Learning](#))
2. A brief [reflection](#) on your preparation activities and questions that you have about flipped learning (direct link: [Reflection and Questions](#))
3. Identifying the lesson within your course you want to flip (in your Reflection and Questions).
4. Creating one basic and one advanced learning outcome for your lesson (in your Reflection and Questions).
5. Identifying 2 to 3 active learning strategies that you might want to use for the flipped lesson to be developed during the workshop (in your Reflection and Questions).

Questions?

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