



# Flipping the classroom

**Strategies for blended learning and engagement at Sauder**

**Paul Cubbon & Drew Paulin**

# Flipping the classroom: Blended learning

- **Flipped structure:** Lectures online, apply knowledge in class.
- **Blended learning:** Environment/modality, and learning styles.
- **Active learning:** Support learning outside of the classroom, engaging experiences inside the classroom.
- **Online content chunked, sequential and measured:**
  - Short video clips interspersed with activities;
  - Adaptive release to ensure sequence/completion;
  - Online activity creates data towards analytics.
- **Benefits:**
  - Improved learning experiences for students
  - Higher levels of student engagement and satisfaction

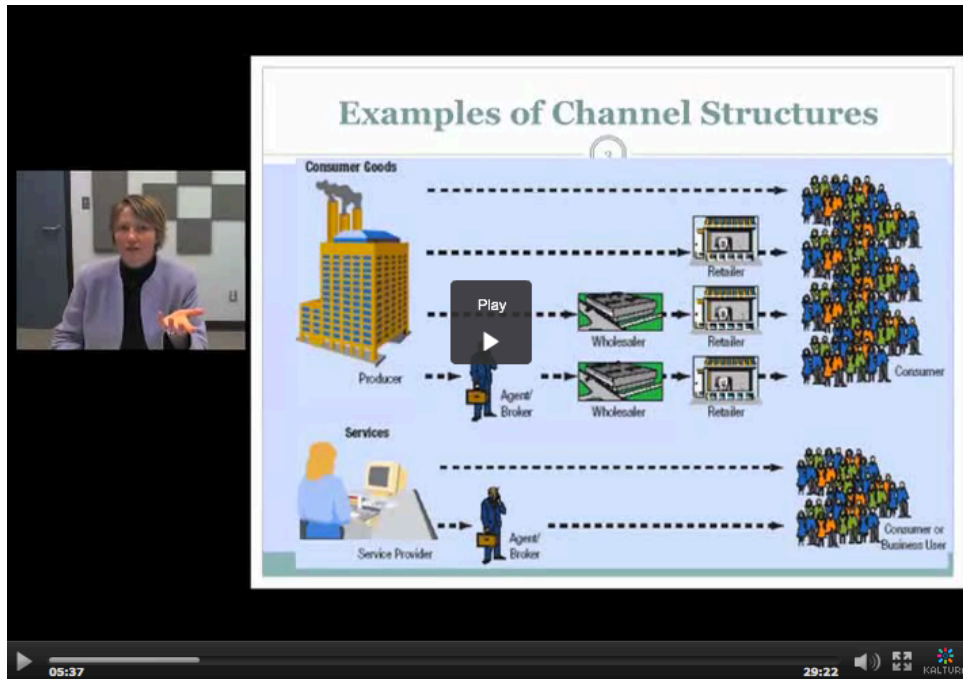
# Misconceptions

- **Stereotype example of what doesn't work**
- **Don't record a 90 minute class and put it on the web!**
- **Boring!**
- **No pedagogical purpose.**
- **NOT about reducing face time.**
- **Using face time for more applied work, because students come better prepared.**

# Rethinking my approach to learning design

- **“Lecturing” is comfortable; slide deck is “safety net.”**
- **“Flipping” the classroom challenges one to “become comfortable with being uncomfortable.”**
- **Re-design how to use face time for enhanced student engagement and improved learning.**
- **Take some (or all) of the slide content into a carefully designed pre-class learning object with linked assessment for comprehension of basic concepts.**
- **Design in-class activities to encourage application of concepts and more advanced exploration and discussion.**

# Pilot study: COMM 296 (Phaedra Burke)



- Cost very little (beyond our own time)
- One-off recordings, no second passes
- Slides from in-class lecture repurposed
- Editing took up the bulk of work
- Functional, not elegant

**A promising first step... but many lessons learned**

# Lessons learned: Video production

## Approach:

- Quality is important: student engagement and attention
- Not like a lecture: Be concise, choose your main messages, chunk content into modules (< 5 minutes)
- Plan the storyboard and script, include gestures (we have built a template)
- Have a producer on hand for recording!
- Give feedback, review and discuss immediately, and allow for second passes.

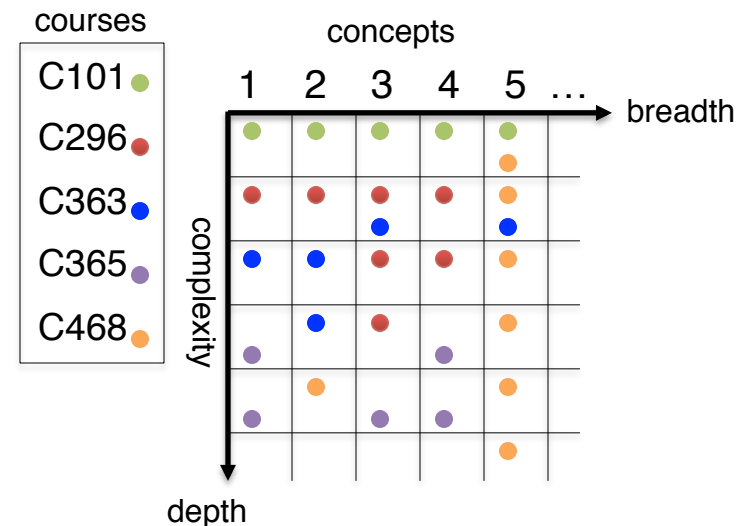
# Lessons learned: Pilot surveys

## Survey results:

- High overall satisfaction levels with the learning experience.
- Students are willing to spend 'extra' time in online modules in order to have more participatory experiences in class.
- Students enjoy being able to control, view and review lecture content at their own pace and schedule.
- Students were able to identify the benefits of the blended learning approach:
  - *"I can have a better understanding of the materials prior to class, and engage to class activities better. I believe that this will increase my knowledge at the end of the course as I could practice what I learned in online lectures in the regular face to face lectures."*
    - (COMM 296 student on blended learning/flipped classroom)

# Next phase of blended learning at Sauder – in progress

- **Invest in modular, high quality videos/animations that can be reused and repurposed across courses** (We don't have to make them all in-house)
- **Develop complementary learning activities, both for online and in-class use.**
- **Develop and implement a 'flagship' use case that will serve as an exemplar for other courses/instructors.**





# Flipped classroom in COMM 101: Our implementation

## **Our plan (online videos and learning activities):**

Create a series of mini-lecture videos (~10 minutes) that were fully storyboarded, green-screen filmed, and then add animations in post production.

- **‘Chunk’ the videos into shorter chapters.**
- **Create corresponding online activities with the chapters (self assessment quizzes, discussion questions).**
- **Sequence videos and activities (selective/adaptive release).**
- **Student preparation before class:**
  - **Readings, videos, self assessment quizzes**

## Instructions

First, Read: "Marketing Research" – first 4.5 pages, up to "Questionnaire Design" 1. Online at QuickMBA (<http://www.quickmba.com/marketing/research/>).

Next, complete in your group:

1. Pick a product category (e.g. automobiles, phones, fashion, chocolate, juice) and pick several brands (one per group member) in that product category.
2. For each chosen brand in the category, find either a print ad (i.e. actual printed magazine or newspaper ads, not online versions) or an actual product package, and bring them to class on Tuesday, October 2.

*Note: decide as a team to collect either print ads or packaging, not a combination of print and packaging. We will be doing a market research exercise in class based on these props. If your team does not bring these materials, you will not be able to participate.*

3. When you get to this class, please sit in your project groups.

Next, watch the video: "**Consumer Behaviour and Market Research, Part I.**"

Then, complete the **Video Part 1 Quiz** based on the video.

After completing the Quiz, check your score, and review the assessment feedback for each question. If you have incorrectly answered any question, **go back and attempt the Quiz again** until you achieve a perfect score.

To check your score, click on the quiz, then click 'View Submissions' and then click on the last attempt you made.

Once you receive a perfect score on the first quiz, **a second video and corresponding quiz will appear on this page**. Watch the video, then complete the quiz, again ensuring that you achieve a perfect score on the quiz.

Once you receive a perfect score on the second quiz, **a third video and corresponding quiz will appear on this page**. Watch the video, then complete the quiz, again ensuring that you achieve a perfect score on the quiz.

In total, there are **3 videos and corresponding quizzes** for you to do (in addition to the Finance Assessment). The second and third videos and quizzes **will only become available once you have successfully completed the previous parts of the activity**. Please ensure that all parts of this activity are completed by Tuesday, Oct. 2nd.

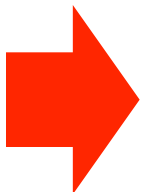


[Consumer Behaviour and Market Research: Part I | COMM 101](#)

≠ 100% →



[Video Part 1 Quiz: Consumer Behaviour](#)





**Consumer Behaviour and Market Research: Part I**

**Video Part 1 Quiz: Consumer Behaviour**

Demo Student

Started: November 21, 2012 2:01 PM

Questions: 1

1. (Points: 1.0)

Maslow's Hierarchy of Needs can be divided up into

- ☐ a. fundamental needs and discretionary wants.
- ☐ b. a definitive list of choices for consumers' discretionary spending.
- ☐ c. cultural, social, and personal factors.
- ☐ d. six different types of consumer needs.

[Save and View Next](#)[Finish](#)[Help](#)**Time** **14:01:55**

Allowed --:--:--

Remaining --:--:--

**Question Status**

- ☐ Unanswered
- ☒ Answer not saved
- ☒ Answered

1


< Your location: [Home Page](#) > [Consumer Behaviour and Market Research: Online Activity](#) > [Video Part 1 Quiz: Consumer Behaviour](#) > [Assessments](#) > [View All Submissions](#) > **View Attempt**

**View Attempt 4 of unlimited**

Title: **Video Part 1 Quiz: Consumer Behaviour**  
Started: November 21, 2012 2:01 PM  
Submitted: November 21, 2012 2:02 PM  
Time spent: [00:01:04](#)  
**Total score: 0/1 = 0%** | Total score adjusted by 0.0 | Maximum possible score: 1

**Completed**

1.  
Maslow's Hierarchy of Needs can be divided up into

Student Response	Value	Feedback
A. fundamental needs and discretionary wants.		
B. a definitive list of choices for consumers' discretionary spending.		
 C. cultural, social, and personal factors.	0%	Incorrect. The answer to this question can be found starting at the 1:06 time point in the first chapter of the video.
D. six different types of consumer needs.		

Score: 0/1

**Completed**

In total, there are **3 videos and corresponding quizzes** for you to do (in addition to the Finance Assessment). The second and third videos and quizzes **will only become available once you have successfully completed the previous parts of the activity**. Please ensure that all parts of this activity are completed by Tuesday, Oct. 2nd.



[Consumer Behaviour and Market Research: Part I | COMM 101](#)

100% →



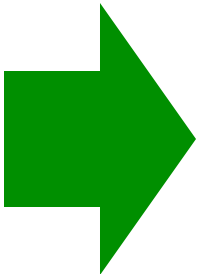
[Video Part 1 Quiz: Consumer Behaviour](#)



[Consumer Behaviour and Market Research: Part II | COMM 101](#)



[Video Part 2 Quiz: Market Research](#)



# Flipped classroom in COMM 101: Our implementation

## **Our plan (in class activities):**

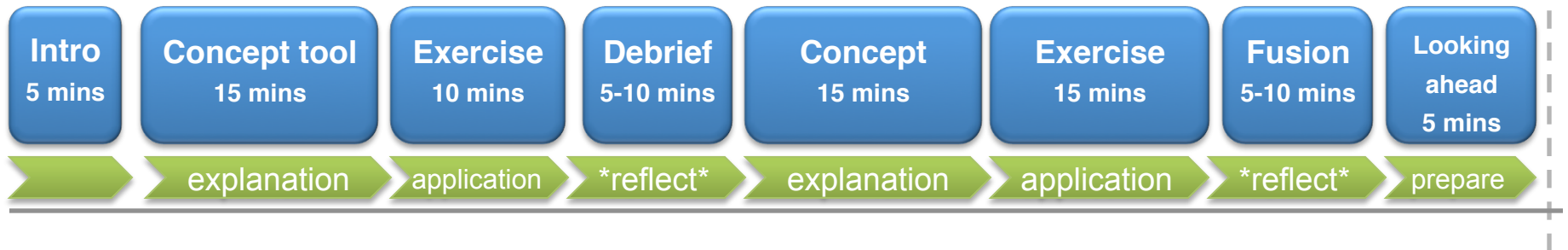
**Replace majority of 'didactic lecture' material with engaging activities and active learning experiences.**

- **90% of in class traditional slide content has been removed (in test classes).**
- **Additional time given over to extended exercises and application of concepts.**
- **Student feedback (anecdotal) very positive.**
- **Instructor observation – better comprehension of concepts, better application of knowledge in discussion, reflection and writing activities.**

# The structure of in-class time: COMM 101

## Original plan

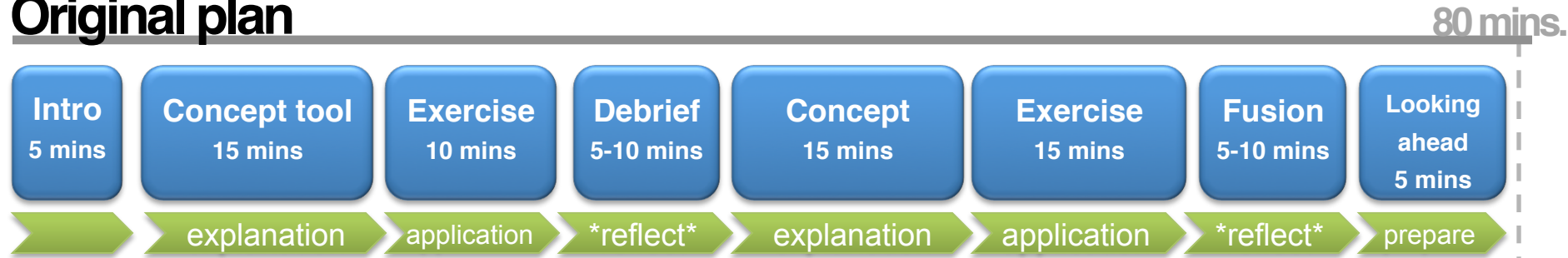
80 mins.



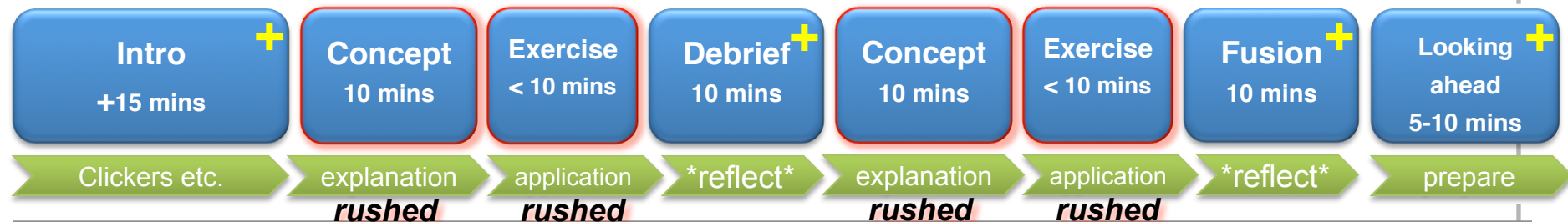


# The structure of in-class time: COMM 101

## Original plan

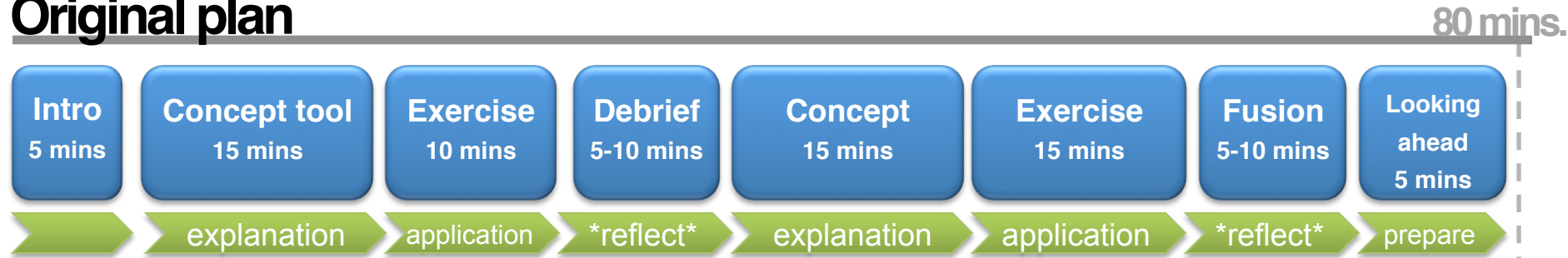


## What actually happened...

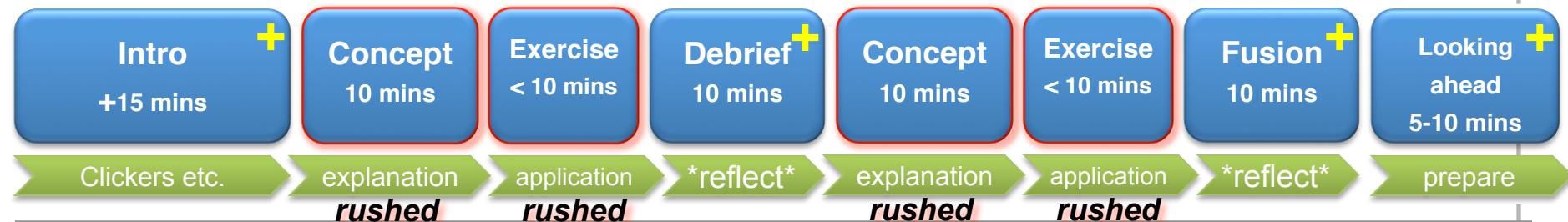


# The structure of in-class time: COMM 101

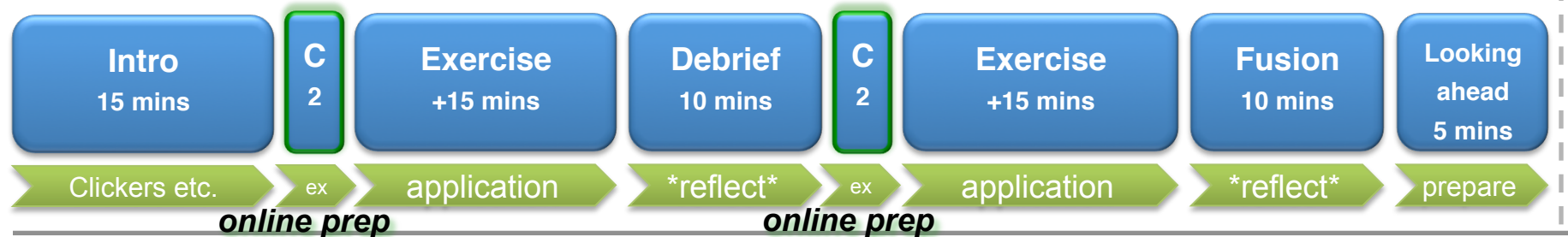
## Original plan



## What actually happened...



## Flipped classroom



## **In class time**

- **From 30 slides to 5**
- **Group activities: from 5 mins to 10-15 mins.**
- **Debriefing, including mini presentations and discussion: from rushed to in depth: from 5 mins to 10-15.**

**Typically, two topics per 80 min class.**

**Improved quality of engagement and quality of work, especially in the lower half of the class.**

# Plans for assessment and evaluation

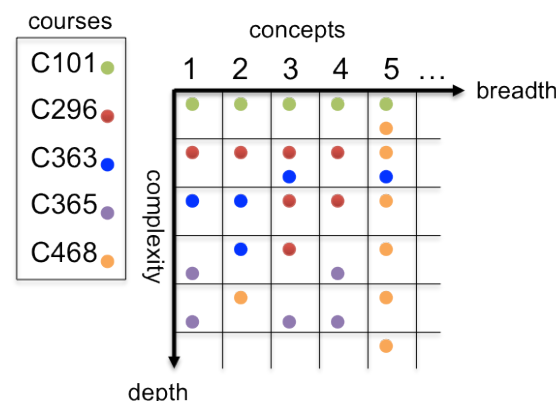
## How do we assess the success of the videos, activities and structure?

- End of term **student surveys** on flipped classroom experience.
- Collection and analysis of **LMS data**: clicks (videos), quiz attempts and averages on first and subsequent attempts.
- **Correlations** between this data and other indicators (achievement, quality of contributions to PulsePress, etc.)
- Assess **engagement value** along with **learning value**.
- **Focus group** interviews (students, TAs, instructors).

**Use findings to inform the next cycle of production and implementation.**

# Next steps

- **Complete evaluation – data collection and analysis.**
- **Share with Sauder Faculty to solicit interested players.**
- **Develop the multi-level concept matrix of videos.**
- **Explore other modes of production output:**
  - Appearing animation
  - Straight video or animation with voice over
- **Explore videos that we don't need to produce ourselves!**
- **Link all future plans with robust evaluation on learning and engagement.**
- **Tie in with learning analytics tool development, AoL datapoints.**



# What have we learnt?

- **Apparently modest changes to pedagogy can have a large impact on student engagement and learning**
- **Experiments are good! We learn.**
- **Doing this well takes a lot of time, resource and planning.**
- **Do we need to create our own videos?**
- **We have mapped a process to help others on:**
  - **Pedagogical re-design**
  - **Story-boarding**
  - **Pre-production**
  - **Post-production**
  - **Self-assessment quizzes**
  - **Changing in-class activities**



Opening Worlds

Q & A

