Faculty Showcase: Flipped Classroom

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Background

- PhD from The University of Texas at Austin in 1990
- Faculty at Baylor in Department of Educational Psychology
  - Taught both undergraduate and graduate courses
- Worked at publishing company as measurement specialist
- Director of Testing, Research Support, & Evaluation Center
ED 7351

- ED 7351: Quantitative Research Design & Analysis I (Fall 2015)
  - Wednesdays, 6:30 to 9:20 pm
  - Doctoral level course
  - Combines research design and statistics
  - Required Course
Typical Course Structure

- Lecture-based
- Computer lab using SPSS
- Extra problems when time
Flipped Course

- Pedagogical model in which the typical lecture and homework elements of a course are reversed.
  - Requires careful preparation: out-of-class and in-class elements must be integrated
  - Class time is devoted to assimilating concepts via problem-solving and discussion
  - Puts more responsibility for learning on students
Structure of Flipped Course: ED 7351

- **Out-of-class**
  - TRACS: Learning Modules
    - Recorded short lectures
    - Hand outs that went along with the lecture
  - Readings from the book

- **In-class**
  - Quiz
  - Problem-solving
  - Labs
TRACS Site
Lessons Learned

- Keep recorded lectures short
  - Hold students accountable
- Begin class with 10-20 minute Q&A using a novel problem
- Use bamboo pad or stylus to write equations and draw distributions when recording lectures
- Provide more outside videos related to each concept
- Use TRACS forum more effectively
Student Evaluations

- January 2015 article in Chronicle of Higher Education: “The average score on a student evaluation of a flipped course is about half what the same professor gets when using the traditional lecture…”

- Some students in my class were resistant because they didn’t think out-of-class videos adequately prepared them for in-class problem solving

- End of course evaluations
  - “The thoughtful planning and work that went in to the course design, video tutorials, reading selections, assignments, grading, etc were all really helpful in understanding the material.”
  - “I really appreciated the idea of a reverse classroom which gave us the ability to watch lectures at home and over an [sic] over again until the information finally made sense.”