Faculty Development Workshop

April 4th and 5th, 2013
Presented by Mary Frances Ypma-Wong, Ph.D.
The Flipped Classroom and Creating Podcasts

Created by Mary Frances Ypma–Wong, Ph.D. along with the Student/Faculty Teaching Enrichment Task Force
Learning Objectives for Today

1) Know general meaning of “Flipped Classroom” and give two examples.
2) Learn how to use UCI Replay to create podcasts.
3) Review 4 tips for best practice when creating podcasts.
4) Review 2 common pitfalls encountered when creating podcasts.
5) Learn how additional technologies can enhance the Flipped Classroom.
Flipped VS Traditional

**Flipped**
- Teacher instructs lesson at home (video / podcast / book / website)
- Students work in class.
  - Deeper understanding of concepts, applications, and connections to content are made.
  - Students receive support as needed.

**Traditional**
- Teacher instructs
- Students take notes
- Students follow guided instruction
- Teacher gives assessment
- Students have homework

http://www.edtechtips.org
Flipped Lessons.....

ARE NOT

- Just videos of lectures
- An online class
- Replacing teachers with videos
- Students working without structure or alone

ARE

- Modules constructed to address specific learning objectives
- A means to INCREASE interaction and contact time between students and teachers
- A means to more self-directed and deeper learning.
Flipped Lesson Should Address Specific Learning Objective

Assessment Learning Cycle

Define intended learning objectives

Redesign program to improve learning

Measure selected learning outcomes

Compare outcomes with intended objectives
1. Record – Video record short modules using screencast software (5–15 minutes).

2. Online Guidance – Provide modules online, require students to watch, give instruction on effective viewing and provide supplements to guide learning.

3. Spend following class time talking about the video and/or continuing with more complex tasks.
Component #1–Recording

1. Video record module using screencast software.
   - Insert videos
   - Include animations
   - Tablet to annotate
   *Example: 2 minute recording via Recorder*

2. Self–created or other videos
   - Video labs, results, etc.
   - Video whiteboard
   *Examples: 3 Fuse recordings*

   http://replay.uci.edu/media/public/spring2013/Whiteboard_2--_Flash%28Large%29--_20130404_10.04.09AM.html
   http://replay.uci.edu/media/public/spring2013/Micro_Lab_Results--_Flash%28Large%29--_20130403_01.00.13PM.html
   http://replay.uci.edu/media/public/spring2013/Preparing_for_the_Neuroscience_lab--_Flash%28Large%29--_20130403_01.03.18PM.html
Component #2–Guidance

1. Guide students to associated core notes.

2. Have students complete handout, supplemental materials—serves as ticket to class.

3. Create quiz for each module.
   
   A. EEE Quiz
   
   B. EEE Survey
Component #3– In the Classroom

Spend following class time reviewing questions about the video and continuing with more complex tasks and/or enriching sessions.

1. Continue with more complex material
2. Tutorials with clinical emphasis
   Invite clinical faculty/in person or virtual
3. Small Group work
4. Work through cases/NBME–type questions
5. Patient Presentations
“Flipped” Courses @ UC Irvine
Teaching, Learning & Technology Center

- Fall 2012 Bio 93 Section F
  Prof. Adrienne Williams

- Summer Session 2012 Chemistry 51A
  Prof. Renee Link

- Fall 2012 PHYSICS 12: SCI FICT & SCI FACT
  Prof. Mike Dennin
Tips for best practice when creating podcasts

- Consider it a microlecture
- Short and Simple—chunks
- Use microphone
- Check audio/preview
- Turn off phone/note on door
- Complex demonstrations do not transfer easily to the small screen display of most mobile devices.
- Provide associated materials
Common pitfalls encountered when creating podcasts

- Opposite of previous slide
- Unscripted Podcasts
- Not Identifying Your Target Audience
- Monotone Podcasts (add music?)

- Physiology GI–
  - Generally very positive feedback
  - Too much material for allotted time
  - Too short of time to listen
Isn’t this more work?

- Creating podcasts…
  - UCI Replay (Camtasia Replay) is straightforward

- More grading…
  - Use more sophisticated gradebook (EEE)

- Students need to engage in class!
  - Use LiveClassTech
  - Use EEE tools (quiz, survey)

- More emails…
  - Use a class messageboard
  - Answer with a podcast
Tech Tutorials

- TechSmith Relay Tutorial to assist in creating effective screencasts.
- Select the Using UCI Replay tab for UCI tutorials
- How to Use UCI Replay Screencast Recording Tool
- How to Use Fuse for the iPad, Android or iPhone
Resources for Flipped Classroom

Online Resources

- The Flipped Classroom Infographic by Knewton
- Trends of 2012: Flipped Classroom by Audrey Watters, Hack Education
- AirTalk: Flipped Learning Network by Aaron Sams
- American RadioWorks: Rethinking the Way College Students Learn by Emily Hanford
- 7 Things You Should Know About Microlectures by Educause
- 7 Things You Should Know About Screencasting by Educause
- Screencasting to Engage Learning by Michael F. Ruffini for Educause
- 7 Things You Should Know About Digital Storytelling by Educause

Courtesy of Teaching, Learning & Technology Center–UC Irvine
UCI Replay—Using the Recorder

- Download software—**UCI Replay**
- Login and start recording your presentation
- Choose the audience and upload the presentation
- Email with links will arrive
- Post/distribute links
- List of recordings is at: [https://encoder.replay.uci.edu/Relay/](https://encoder.replay.uci.edu/Relay/)
UCI Replay—Using Fuse

- Download the Fuse app on your mobile device
- Login and start recording your presentation
- Choose the audience and upload the presentation—can also upload previous recording
- Email with links will arrive
- Post/distribute links
Rest of the workshop

- Download software on computer
- Download app on mobile device
- Try both!
Questions?

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