

How Can I Structure a Flipped Lesson?

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Barbi Honeycutt: Welcome to this 20 Minute Mentor video. Our topic today is, How Can I Structure a Flipped Lesson? My name is Barbi Honeycutt, and I am the founder of Flip It Consulting in Raleigh, North Carolina. I also work at North Carolina State University, where I direct graduate teaching programs, teaching our TAs how to teach. And I work in our college of education as an adjunct assistant professor.

And today, our learning outcomes for this video, number one, by the end of this video, you should be able to explain the different definitions of the flip. Now, I find a lot of faculty have heard the word flip, and they might have heard one definition, but there are actually many.

Learning outcome number two, you should be able to identify and describe the four parts of a flipped lesson plan. And I have wrapped it around four parts so that we can bring organization and structure to something that's often seen as chaos or messy.

So let's start with the question, what's the flip? Well, let me just start out by saying that the flip actually originated in about the year 2000, when it was first published in the Journal of Economics Education. And the authors there coined the term inverted instruction, where they talked about using technology to record videos of lectures outside of class. So it freed up time in class for really doing the analyzing and applying and really working with students in groups. And at that time, like I said, the term was inverted instruction.

EDUCAUSE now has taken this definition a little bit further, now that we have access to more different types of technology. And their definition explains that "the flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed." And you typically would see this with short video lectures that are viewed by students at home before they come to class so that you can devote time in class to really doing those exercises and projects, problem solving, and maybe in-class discussions.

However, a lot of faculty had begun to sort of push against this definition, because short videos aren't really that new or engaging, and it really doesn't touch on the heart of what the flip truly could be. So Bergmann and Sams came along, and they actually started by starting their definition, based out of vodcasting, video casting, and podcasting.

And even they have shifted their definition, over the last couple of years, to become something that really embraces what the core message of the flip is really all about. They explained that the flip is about flipping the attention away from the teacher and towards the learner.

And then you bring in the educational tools-- videos, for example-- to enhance that learning environment and build and enhance that relationship that students have with each other and that students have with the teacher. Notice here that the focus is on the relationship between the students and the teacher and the students and the students in class, not on the technology first.

However, with my work, I have been taking it even further and really stretching what the flipped classroom could really be. And I have been layering it up against Bloom's taxonomy. With Bloom's taxonomy, in classes that are traditionally lecture-based, you would have your students engaging and listening, remembering and understanding information. You might have them applying information as you're talking to them and delivering a lecture.

But then you send your students out of class, and that's where they do the real work of learning. That's where they work in small groups. That's where they form study groups. That's where they write their papers. They evaluate processes. They analyze what's been discussed and presented in class.

But they do that out there on their own. So you're not there with them to correct misinformation. You're not there with them, in the moment, to see where they're struggling, to be able to solve problems with your students.

So to flip class, we reverse this model. In a flipped class, you try to offload the content that takes place at these lower levels of Bloom's taxonomy. So you have your students doing remembering and understanding, maybe a little bit of applying when they're outside of class. Maybe they are working on their own. Or they still could be with a group.

But the focus there is on recalling information, memorizing it, and preparing to come to class prepared to do creating and evaluating and analysis together. And this is where the messy part of learning takes place. This is where your students do what I call the heavy lifting in class. And it's really focused on them, going through and constructing mental models that work for the way that they think about your topic.

And I've wrapped all of this around a nice, little acronym that I've been using for quite a while now. And it's when you Focus on your Learners by Involving them in a Process. And the key here is to involve them in those higher-level learning skills, not just memorization and recall.

So when you sit down to plan a lesson, if you go into the learning environment thinking, "OK, what am I going to talk about today?", or "what am I going to cover?" that's really focusing on the lecture part. That's focusing on you and your role in the classroom and what you're going to do there.

And I often hear faculty go in, and they'll say, "well, today we're going to talk about this", or "today, I'm going to cover this". Or students will come up and ask their faculty, "oh, Dr. Honeycutt, what are we going to talk about today, what are you going to talk about today?"

And that's a very different question. What I am challenging you to do is to think about the question, what do the students need to do in class today? I want to change that question and when students come up to me, not ask me "what are you going to talk about in class today?" I want them say, "Dr. Honeycutt, what are we going to do in class today?" That is the flipped classroom. That's the active learning. That's that student-centered learning. And that's where I want to take us today and start focusing on.

So when you start planning your flipped class, and you start thinking about, "OK, what are students going to do", the very first place you need to start is your learning outcomes. And I will always tell faculty, "if your students cannot show it to you, then you need to rewrite it".

And that may sound a little strange when we think about learning outcomes, but this really helps you when you get to thinking about assessment and testing and evaluation. If your students can show you that evidence of their learning, then you know you've written a really good, solid learning outcome. It should be specific, and it should be measurable.

So using things like understand or students will develop an appreciation of, these are things you cannot measure. We can't see understanding. We need to make that obvious. What does that mean?

Are they listing something for you? Are they describing something for you? Are they drawing or diagramming something? Are they presenting something to you? What are they doing to show you that they truly understand what it means?

So you will see, in my PowerPoints, that I always put the word “understand” in quotation marks. It's my least favorite word in the new Bloom's taxonomy pyramid. So I want to challenge you to push your definition of what it means to “understand” and really make it specific and measurable.

Let's look at a few examples. And these are not examples for one course. These are just examples that I have pulled so you can see the differences between “understand” and “develop an appreciation of” or developing an understanding of.

So if we start at the bottom, we see a lower-level learning outcome might be, students will be able to list the steps involved in conducting an intake session with a patient. They may not be able to know what order the steps come in. They may not be able to do the steps. But they can at least list them. They can identify them.

If we move up to summarize, perhaps here, students are able to summarize Act Two of a Shakespearean play. OK, well, they can summarize it. They might be able to identify some characters. That's that lower-level learning outcome. But they're not really into the nuances of what the play is really trying to say.

We work our way up again. If we look at, students will be able to use a WordPress plugin to add a Twitter feed to a website, for example, they're using a tool to create something new. Now, it's getting more detailed. They are not just able to list or describe or summarize. They're using something to create something else. That's getting into that application piece.

As we move our way up, we can see that students will be able to compare, perhaps, heart, lung, and liver tissue samples or compare one passage of Romeo and Juliet to another. Here, you're starting to get into students being able to do more than just list, describe, or use. They're actually making an analysis and comparison.

As we move up, we can keep going. And we can see that students evaluate, perhaps, a lower back injury. And then they can determine the proper technique to assess that. Evaluation allows for students to not only list and summarize and use information and compare it, but now they are actually making a judgment. They're testing their knowledge in some way.

And finally, when we look at the top level, it's “create”. Now, I always tell my engineers, I say, “look, this does not mean that they have to create a

patent, OK? We're not trying to go out and create something new". It may be that. But that's not your goal here. Your goal here is for your students to create something for you that shows that they have indeed learned the material.

So it could be that they can create a list that future students in your class would be able to study from, or they can create a map, or they can create any kind of mind map of the concept or the theory that you're studying. But the key here is being created.

In this case, I have "create a business plan". So they might create a business plan for an existing business. Or maybe they are going to invent their own business. You can take it as far as you want to. But the key there is to make sure that your students are doing those higher-level, messy learning outcomes in class with you.

So what I'd like to do here is to try to make this a little bit interactive. It's a little hard in a video that's 20 minutes and recorded. But you do have, in your packets, a copy of the lesson plan handout. So when you see this lesson plan handout for the rest of the video, that's where you're going to actually see where you can go back and write down your lesson plan from start to finish.

So let's get started. What we want to try to do is look at the four parts of a flipped lesson plan. And so we're going to start with the Purpose. The very first thing you should do is identify, why are your students doing this lesson, what's the point, where does it fit in.

And I have always given the tip the faculty to make sure that you use a higher level of Bloom's taxonomy. So we want to really look at the "create, analyze, evaluate" when we're thinking about the purpose of a lesson. It shouldn't just be, "students can list this or students can describe this". We need students to be able to create, analyze, evaluate. And again, ask that question, "what do students need to be able to do at the end of this lesson?" And that will drive the rest of your planning.

If you're using your worksheet, and you follow along, you will see, at the top, you can put the date for your lesson, and you can put the topic of your lesson. The key here, though, I want you to ask the question, "what do students need to do at the end of the lesson?" And go ahead and describe that here.

For part two, prior-to-class work, with your prior-to-class work, it's important to think about holding students accountable for what they've

done. And I see a lot of faculty asking questions. My students don't do work before class, or they're not coming prepared, they're not doing the reading.

I always tell this story about the readings. I actually teach a graduate-level course that NC State University. And on the first day of class, I go in and I ask all of these future teachers, these future faculty, I say, "OK, I want everybody to read chapter one." And when they come to class on the first day, I say, "OK, everybody, tell me how you read. What did you do?"

And I will go around class, and I'll ask each one. And then, I'll say, "Mark, OK, Mark, what about you? What did you do?" And Mark says, "well, I read the whole chapter." OK, great. Then, I'll go to number two. I'll say, "OK, Mary. Mary, what about you? Did you read? What did you do when you read?" And Mary says, "well, I actually like to outline the chapter when I go through, and then that helps me make sense of it." And I say, "great, OK, you outlined the chapter".

And I will go around the whole class. Each one of them had a different way. Some students jumped straight to the back, to the discussion questions, and they guide their reading that way. Some students will actually only look at things that are bolded in the text. All of these are strategies. And that's what you want to make obvious to your students. What does it mean when you say "read"? What does it mean when you say "watch this video"? What do you want them to do with it?

So in your lesson plan, if you're following along, in your prior-to-class work, ask yourself, "what should students be able to do before they come to class?" And keep these learning outcomes at the lowest level of Bloom's taxonomy. This is what you want them to achieve before they walk in the door.

As we move through, now we have students actually coming in class. So what are we going to do with them when they get there? Well, I always encourage faculty to start with something called a focusing activity. What will you do when students walk in the door? This really helps them focus on connecting their prior-to-class work to what we're going to do in class today.

So with this question: how will class begin? You might begin with a quote. You might begin with a clip of a video. You might begin with a provocative question on the board, a piece of data, a graph, a diagram-- you name it-- a picture, anything that focuses their attention right when

they walk in the classroom. And that will be critical to say, oh, yeah, OK, we can go ahead and get started today.

As we move on, we start to think about what we're actually going to do in class. So after you have focused their attention, the next part is to do the whole lesson plan for in-class. And this is where you write your in-class learning outcomes at a higher level of Bloom's taxonomy.

Remember, that's what we're trying to do in the flipped class, is work with our students in the space together, where we're evaluating and creating and synthesizing and applying. So here's where you want to make sure that you're spending the bulk of your time with your students.

And then, finally, we have to bring it all to a close. So once you have taught this great lesson, what are you going to do to close class? And I always see faculty say, "OK, well, that was great. I'll see you on Wednesday". And that's not a great way to end a flipped class especially, because in a flipped class, your students are in lots of different places at once. You may have a group that's moving faster than another. You may have a group that needs a little more support. So it's really important to bring them all together at the end.

And I always share my story of my So What, Now What question. And when I was in graduate school, I had a dissertation. And back then, we had a book-- you know, a real book-- that we gave to our committee. And I gave it to my adviser. And I said, "all right, I'm finished. I'm all done with my dissertation". And he said, "so what, Barbi?"

I said, "so what? You can call me Doctor now, that's what". But he really asked the question. He said, "so what? You wrote your dissertation. Now, what are you going to do with it?" Well, that was a different question altogether. And it's changed my life.

So now what I do is I always encourage faculty to come up with what's called a So What, Now What question. So what? Your students were in your flipped class today for 50 minutes. Now, what do you want them to do with it? What's the next step? Is it an additional reading? Is it outlining something? Is it interviewing someone in the field? What's it going to be? That's what you need to do to try to wrap up class and keep the learning going.

So at this point, you have seen the flipped lesson from start to finish. And there are so many things you can do in a flipped classroom. You don't

have to stick to just thinking about the video or even readings. Those are just tools and approaches, but you can do so much more.

So at this point, I'd like to pause and just take a moment to give you the reveal. And the reveal is the signature strategy that I always do at the end of every flipped workshop that I teach. And I realize, this isn't a workshop. But I can also reveal some of the strategies that I used during this 20 Minute Mentor to show you the places where I flipped.

And you probably noticed a difference not only in the way I present but in the way you received the information, because these strategies were different than a lecture. So I have three to reveal to you. The first one is chunking. If you take a look at this, I had 20 minutes to fill with content. And so what I did was I stepped back, and I looked at my lesson plan. And I said, "OK, where can I have natural breaks?" And a natural break would be at the four parts of a flipped lesson plan.

So we had four parts. And then we drilled down into each of those parts, looking at a worksheet. And the worksheet is actually the second way that I flipped this video. So I realize, I'm not working with you. But those of you who are working with me alongside as you watch this video, that's very much a flip strategy, where you have a worksheet-- it's guided, you know exactly where I am in the video, you can pause it, you can take some notes, you can write down questions-- and it creates a more interesting and interactive dialogue than just me constantly communicating with you in one direction.

And so I challenge you to do this with your students, even if you just create three simple questions and have them answer them as they watch your video. It helps them focus. And it also holds them accountable, so they have some kind of evidence to show you when they come into class and say, "OK, I am prepared for class today".

If I were giving a class and you were my students, I could go around and collect your flipped lesson plans and show that you actually did it before you came to our class today. I could also take a look at just your focusing activities. Or we can all share So What, Now What strategies together. But it allows me to see that you've done the work. And it's also very clear what you're supposed to do.

And finally, I shared stories. And for some of you, you will probably remember most the places where I shared personal stories, one of them being the dissertation story and my adviser saying, so what, Barbi? You

know, a lot of you probably gravitated toward that and will probably remember that.

And that's because we naturally gravitate toward stories. Even as children, we learned lessons through stories. And so our brains easily adapt to stories. It brings us in. And we can identify with the speaker. You can identify with the teacher. And it allows you to also share some humor and bring some personality to your classroom.

And so you probably saw the change in me when I sort of went off script and went to those stories. I probably opened up a little more. I was a little more relaxed. And that's something that you want to be able to convey to your students. You know, video is not the natural way that I teach. So I try to plant those stories in there when I can, just to make it a little more personal.

So if you're looking for more strategies and ideas for how you can flip your classroom beyond the videos, you might take a look at some of our additional webinars through Magna Publications. You might take a look at some of our books. You might take a look at the white papers.

We offer a lot of resources for faculty as you're thinking about different ways that you can flip your classroom. And again, you can totally flip your class with a video. But there are so many other ways you can do it, as well. And so I would like to challenge you to think about other ways that you can connect with your students and create an engaging learning environment.

Thank you very much for your time. I hope you take a few minutes to create [complete] the survey on SurveyMonkey, and let us know what you think about this 20 Minute Mentor.