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Transcript

The Flipped Classroom: Strategies to Overcome Student Resistance and Increase Student Engagement

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Dr. Barbi Honeycutt is a speaker, scholar, and author. Throughout the past 16 years, she has facilitated more than 3,000 professional development events for more than 15,000 faculty, graduate students, and postdocs around the world. Dr. Honeycutt is the founder of FLIP It Consulting in Raleigh, NC, and an adjunct professor. The “FLIP” means to “Focus on your Learners by Involving them in the Process.”

Editor’s note:

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Hello. And welcome to *The Flipped Classroom—Strategies to Overcome Student Resistance and Increase Student Engagement*, co-sponsored by Magna Publications and *The Teaching Professor* newsletter. I'm Chris Hill. And I'll be the moderator today.

And now I'm pleased to introduce today's presenter, Dr. Barbi Honeycutt. Barbi Honeycutt is a speaker, scholar, author, and teacher. She is the founder of FLIP it Consulting. She has facilitated more than 3,000 professional development events for more than 15,000 faculty, graduate students, and post-docs around the world.

She has published several articles and books based on her FLIP framework, as well as on teaching and learning in higher education, faculty development, and graduate student professional development. Welcome, Dr. Barbi Honeycutt.

Great. Thanks, Chris. It's great to be here today. And I'm really excited to see so many participants in today's webinar. So thank you all for being here. This is probably the most frequently asked question that I hear from faculty, as I travel across the country, and speak with faculty from all different types of campuses, universities, colleges.

It doesn't even matter what kind of background, even K-12. The question is always, how can I deal with student resistance, what can I do to get students to come to class prepared? Those are like the two biggest questions that I hear.

So today what I hope is that we can unpack some of this, then share some strategies, and that you'll walk out of here—or log out of here—with some ideas you can go use in your classes starting today.

So let's get started. Our first learning outcome for today is we're going to explore some of the reasons why students might resist. Some students are very excited about the flipped classroom or any kind of active learning. But we still have a group of students who kind of resist the model or they are hesitant or a little bit afraid.

The second learning outcome is that we're going to use a three-part motivational model to design an effective pre-class assignment. And so I think this is one of the things that we can pay more attention to, within the flipped classroom conversation, is how are we designing these pre-class assignments, so that students actually want to do them, so that they're doable in the amount of time that students have outside of class, and then what kind of structures can we use?

Now it is an entire series of webinars to talk about student motivation. So today I'm just going to tackle one piece of it and give you a three-part model that you can actually apply to your assignments. And then, finally, learning outcome three, we're going to articulate the benefits of the flipped classroom model, so that we can help our students start to see the value of this approach to teaching and learning.

And I think this is where we sometimes struggle with communicating with our students, why it is what we're doing and what the outcome will be. And it's so often that so many of our students don't see the results and benefits and value of what they experience in college until many, many years later. And so if we can start to articulate some of these benefits for them, hopefully we can move them towards seeing the value and being more engaged in the split classroom model.

All right. So let's jump to learning outcome number one. This was, explore the reasons why students might resist the flipped classroom model. So here I have our very first discussion question. And my question for you is, what do you think is one reason why students resist this type of approach to teaching and learning, this flipped classroom model? And I'm going to read some responses as they come in.

So yes, it is different from what they've experienced before. Absolutely. It's something brand new. It takes a lot of risk. It's definitely something that's a change. And some people are very afraid of change, especially our students when they've been in school for 12, 15, 20-plus years, and they've seen one way. This is certainly something that can cause some resistance.

Too much work ahead of time, too much independent work and they're not used to that. That is very important as well, as it can take too much time. That can be both a perceived place of resistance, but it can also be a reality. It does take time.

Fear of grades. I see one comment about "lazy" or maybe not wanting to interact. Not knowing the expectations. Absolutely that group part hasn't worked for them in the past, so they're sort of bringing those negative experiences with groups to your classroom.

Sometimes they don't think that the work will be graded. Or sometimes they are fearful that they might have to learn it all by themselves. Maybe they're uncomfortable with self-paced or self-directed learning. Maybe they don't even know how to do that and structure it in a way that makes it so that they can actually succeed in the classroom.

And I see several people talking about fear. And so that is definitely something we're going to talk about today. And then oh—a really good one, English as a second language—there are all types of different cultural perceptions of the flipped classroom and what that means and how you're supposed to interact in class and what student expectations are versus faculty. That is not something we're going to talk about today, but that is something I can provide as an additional resource.

And oh, Jefferson Community College. I'm glad you chimed in with "older adults" or some of the students who might be returning to college, after being in a career, might be less comfortable with this type of learning. So these are great. You have covered such a wide variety of reasons why students might be resistant to this model. And we are definitely going to talk about some of these concerns today.

So I think I've captured probably most of what you've said in this list. So we certainly mentioned confusion, not knowing what to do, not knowing how to do it, not knowing what this whole flipped classroom thing is and what their role might be and how it changes. There's a lot of confusion around this space, which is why it's very important for you to make sure that you're organized and bringing forth a process where students can actually succeed.

Uncertainty. Many of you mentioned this. This is the idea that you know—I'm not sure, like will this be graded? How will this be graded? So if I'm in a group, what parts am I responsible for? I'm not really sure what the assignment is. How much are we supposed to do on our own? Can we work in groups outside of classes? A lot of uncertainty there. And you have to clarify that for your students.

Baggage is probably one of the biggest ones that I hear about most often. And I think we're going to probably see more of it, as more students come from the high school settings, where classes have been flipped, and coming into college. And it may already be happening for some of you.

So if a student has been in what's been called a flipped classroom and it was a very negative experience for them, the minute you call it a flipped classroom they're going to instantly resist, even though they don't know how you're conceptualizing or organizing your flipped class, or they don't know what kind of strategies you're going to use or your level of success with it, as soon as you call it that, they might have an immediate reaction before they even can go any farther.

And one example that I can give you is when I went to a campus a few months ago, they had just redesigned many of their classrooms to be sort of the flipped model act of learning or scale up classrooms, where there's roundtables throughout the classroom, each table has a series of laptops or computer terminals, and then around the room are white boards and projectors and screens. And they're very, very interactive.

And several faculty commented that they've seen case after case on the first day of class of the student walking into the classroom and immediately turning around and leaving, just seeing the classroom environment looked totally different than what they expect instantly causes a reaction, and they bring some of that negativity or some of that baggage, is really what I want to call it, with them before you've even started class. So we need to be aware of that.

Fear. You've mentioned this. Fear in this classroom. In the top of the hour there I had the quote, which is, there's so much fear in a classroom like this. Students are afraid of everything from having a wrong answer to looking embarrassed in front of their colleagues, to not understanding their role, and being afraid to step up sometimes, afraid to take that risk and try something new.

And then value. Do they see the value of this type of modern approach to teaching? Do they see the value of pre-class work and how it's going to support their efforts in class? So I think we

really need to pay attention to what are they valuing, how are they valuing it, and how can we communicate that better?

And finally, the last three I'm not going to touch on as much today, but I wanted to bring them to the forefront here. They could be bored. You could have a student who, for example, maybe you've assigned something that could be done in a group, maybe takes 20 or 30 minutes, but maybe there's a student who gets it and can solve it in 10 minutes by him or herself and then are bored. And they don't see the value of joining with their groups if they can do it on their own. So that might be a student who is just bored or shows their resistance by not engaging at all. So that could be an issue.

Another one could be time, and many of you mentioned this. Time for students outside of class, how much do they need to dedicate on their own, studying and reviewing material before they come to class? As a side bar, your time is also important. And that's a whole separate webinar. But it does take time for you as well. And so you may not have as much time to meet with students before and after class as you may have, I don't know. It could be something that we have to think about. So I think time is definitely a reason why students might resist.

And finally, I only saw this mentioned once, and I was thankful. Yes, students may be lazy. They may be apathetic. They may not care. They want to get in your course, get their "C" and leave. They're not a major, so they just want to do the bare minimum. This is absolutely a reality.

You know, I think a lot of our students today are hardworking and dedicated and do have the goals and understand the importance of a college education. So I don't come from this place about student resistance, assuming students are lazy or entitled. That's just not where I come from, although I know it is a reality. I think there might be something more happening underneath the surface.

But for me, today, I really want to focus in on the first five and give you some strategies that you can use in the classroom and then some other things to consider what might be going on with your students as they start to show some resistance.

OK, so before we continue, I just want to give you some advice. First thing is, you should try to define what the flipped model means to you. Think about your teaching philosophy, who your students are. Are they adult learners? Are they first-year, first-generation college students? English as a second language? Who are they?

And I think you need to consider that as part of your approach to the flipped model. Your discipline in your profession will also dictate how you define and conceptualize the flipped model. I spent two years working with a pharmacy school. And the very first workshop that we did, to introduce the faculty to the flipped model, was explore all the different definitions that are out there of what the flipped classroom can be. And then they spend an hour working in groups and creating their own definitions.

And we came back together. And all of the faculty sort of started to massage and tweak and adapt the definition based on the courses that they teach, until they all came up with a vision that they all represented for what the flipped model can mean. And so it doesn't have to look like your colleagues down the hall. It might look a little different, and that's OK.

My third piece of advice is to consider not naming it. So as I mentioned, the "flipped" terminology has a lot of baggage with it. And I'm sure that you yourself see this among your colleagues. Some of you are in a room with people now who may be nodding, it's like OK, this flipped classroom. This is a trend or this is a fad. Or why do they call flipped classroom? I've been doing this forever. It's active learning.

And you're right. It is a new term. And it's generated a lot of excitement over the last five or six years. But at the same time, there's people who are resistant to that. And students are included in this.

And so my advice is, just do it. Don't tell them that, hey everybody. Welcome to your flipped classroom today. Or you know, I went to this awesome workshop, spent the summer learning how to flip my class, and now here we all are together. I would just do it. Just say, this is how you teach the course, and go forth.

And I just returned from The Teaching Professor Technology conference a couple of weeks ago, and some of you may have been there. And I had an instructor on the very front row who said when she introduced the flipped classroom to her students and used that terminology, it just seemed like it added this layer of frustration to her students.

And in the second semester she didn't even call it *flipped*, she taught it the same way, it's just this is what we're doing, and it was a huge success. And so I think people get caught up, students included, on the terminology. So just do it. Just figure out how you want it to look and do the flipped classroom in your way. And maybe you call it flipped in your research and your scholarship and your presentations but maybe not to the students. That's just something to think about.

So let me start by sharing my definition of FLIP, which is a little broader than some of the definitions you may see out there. For me the FLIP is more of a philosophy. And so I've defined it using an acronym. Focus on your Learners by Involving them in the Process. And so the process of learning is moving them to those higher levels of Bloom's Taxonomy.

So if we hold the FLIP classroom model up against the lecture, you might say that students in a lecture are typically in class doing the lower levels of Bloom's Taxonomy, things like remembering information or understanding what you're saying. Yes, they might apply some of what you're saying, if they're solving problems or doing a few homework problems together in class or some think pair share activities. But for the majority of them, they're really just passively consuming that information.

And then we send them outside of class to go actively engage with and connect with information. So that's when they do their analysis, evaluation, and creating this, where they're writing their papers and putting together videos and presentations and curating content and maybe analyzing case studies and presenting their pro or con stance on the case.

And so that's where all that sort of messiness of the learning happens. And so with the FLIP, the way it's sort of conceptualized this for me, is I want to try to move those lower level learning outcomes outside of class. So I want students to do the listening, the remembering, the basic levels of understanding, maybe applying outside of class time, so that then in class we are able to do that messy learning together, where we're able to analyze a case study together, and we're able to perhaps read an article together and critique it.

Or maybe we're able to create something new or generate student voices and bring those to the table, whatever that may be. That to me is what the flipped classroom is. It's not about recording my lectures, having students watch them, and then come to class and engage. I think there's a little more to it than that.

And so I think there's so many different ways that we can flip our classrooms. And we can be very limited by defining it only one way. So that's why I encourage you, one the first things that you should do, if you haven't, is really think about what the FLIP means to you.

So once you've done this, you'll be ready to start thinking about some of the strategies to address some of the student resistance. So you're like, "OK Barbi, that's a great model. I get it. But how do you get students to actually do the material, do the pre-class work, come to class, so that they can engage in those higher levels of learning?"

And so today what I want to do is to dig into five strategies that you can use to address some of the student resistance and increase some engagement. Now this is based on a white paper that I wrote. Some of you may have already downloaded it. It's totally free on my website. And in that I share 10 strategies that you can use to encourage students to actually do the pre-class work. So today I've looked at five of those, so that we can explore these ideas together.

The five strategies are **dig deeper, address the fear, clarify and make the learning visible, create value**. And then a strategy I'll leave you with is called **using focusing activities**. So those are the five.

So the first one is dig deeper. Now if we were in a room together, I'd have you read this and talk with each other. But right now I'm going to read it to you. I want you to think about this quote. This quote comes from two of my mentors who I've followed their work for the last 20 plus years, Rich Felder and Rebecca Brent. They do a lot with faculty development.

And so here's what they had to say about active learning. It says, "Students forced to take major responsibility for their own learning go through some or all of the steps psychologists associate

with trauma and grief—shock, denial, strong emotion, resistance and withdrawal, struggle and exploration, return of confidence, and integration and success.”

Now I’m not minimizing trauma and grief experiences, but this is a very interesting parallel to what some of our students might be facing as they step into a flipped classroom. What it might look like when they resist. Shock. I can’t believe this. I can’t believe I’m in a classroom like this. I just can’t believe this. This is not what I thought college would be.

To denial. She’ll go back to lecturing when she sees we’re not prepared today. That resistance showing up. I’m not going to do it. She’ll go back to what I’m used to.

Strong emotion. I pay you to teach me. And some of you may be nodding, because I always hear this one, in every workshop I teach, which is this resistance shows up as very aggressive, and they’re showing that emotion. And I didn’t come here to learn from other students. I came there learn from you. So resistance and withdrawal might be, can I just do this project on my own? I know they’re working in a group, but I do much better if I can just do it on my own. So that’s that withdrawal piece.

Struggle and exploration. OK this is hard, but maybe if I tried it this way, yes maybe. And hopefully they’ll move toward building a confidence saying, OK, this makes sense. I can do this. It’s different. But I can do it. And ultimately, we move them to a place where it’s challenging but I understand why we’re doing it. I get it. I see the value of it. I see the benefits of this approach and from hearing from my colleagues and doing the work myself.

And so I mentioned this to get you to think about where your students might be on this sort of continuum. And they might bounce back and forth and move around, depending on the course, the topic, the module you might be on, how much they’re struggling if they failed the laugh test. I mean, I could set them back, and then they’re back to being resistant again. But ultimately, we’re trying to move them to a place where they can feel the value of this approach. And so I think it’s good to tap into to students who are more resistant and see where they are and what they’re thinking.

And this leads to addressing the fear. Many of you mentioned this. There’s so much fear in a classroom, even in a lecture hall. If there’s 200 students in there, for some students raising their hand and answering a question in front of 199 of their peers, they’re not going to do it. They’re just going to shut down.

And so the flipped classroom actually can magnify some of the fear, because there’s a fear of not knowing what’s happening, this fear of potential failure—what if I’m not doing the right things? What if this is not what the professor wanted? And this fear just feeds them. And so they have this fear of failure, potential embarrassment, maybe feeling like, I’m the only one who didn’t understand this question last night, or I’m the only one who didn’t do the homework assignment. Or what if I’m in a group and like, all the other groups I’ve ever been in, I’m the one that has to

do all the work? Or what if I'm the slacker in my group, and I just can't keep up because this material is just too hard? Or bring those assumptions of, I've always been terrible at chemistry, and now I'm in a chemistry class and we have to all work together and everybody is so much smarter than I am. All of this feeds that fear.

Now students come at this from a different perspective and see that in the flipped classroom it's almost a smaller place, where they can share their fears and anxieties and get to know other students, and that can really help them. But some students this just magnifies the fear. And so we want to make sure that we're paying attention to strategies, to sort of address those fears and figure out what we can do about it.

So that's why I want to turn it over to you, just for a second, and ask you, what is one thing you think we can do, or one thing you've actually done, to sort of reduce students' grief and fear in the flipped or active learning classroom? And I'll read your responses as they come in.

Reassurance is great. Yes, making sure that they know that they are doing what they need to do. They're doing a good job. And yes, this is a new way to learn. And you're going to help them along that process.

Communicate the purpose and the outcome. The purpose is huge. Why are we doing this? What is the reason? And sometimes you have to consistently and constantly retell them what the purpose is and why this matters.

Oh, I like this one. Kelly says, start with small tasks to ensure success. Absolutely. I call these *flippable* moments. Just turn over to your students for a few minutes in class, a couple minutes this activity. Try it, reflect on it, see how it feels, both for you and for them, and then try something a little more advanced. You don't jump right in with a week long, intensive, experiential learning activity with simulations and all the bells and whistles if it's their first time or your first time, thinking about this type of teaching and learning. So start small. I think that's a great example.

Take time to let them give anonymous feedback. Absolutely. So if you can do things like start, stop, continue, is a great sort of mid-semester activity to do, where you ask your students, OK, where should we start going, so that class is more successful for you? What should we stop doing? And what should we continue doing? And you can add your two cents to this as well, so that you can make sure that your students are successful and you are as well.

I did this for a class one time. I was observing a faculty member. And he did start, stop, continue. And his students just asked him very simply if he could stop using the blue marker on the whiteboard. It was such a simple task. But they said, if you could just use black that would be great. Because they had a hard time seeing the blues and the greens, I guess.

It was so simple. And he had of known that up front, that would have just changed everything. But you can do this with larger activities as well. If you're doing too much group work, maybe you can pull it back a little bit. Or maybe they've sort of lost sight of the purpose of why they're in groups, and that might be a reason also readjust. So yes, I like that strategy.

Here's another one, provide opportunities for students to get to know each other in groups. Absolutely. So when you're put into a group, say a committee on campus, and you're all charged with hiring the next provost or whatever it might be, oftentimes you don't know everybody in the room. And so you have to take time to kind of do that forming and storming and norming and performing that groups have to do. And if you haven't heard of that, I can provide a link to that.

But you know, the first thing the groups have to do is form. Who is in this group? What do they bring to the group? What do we value? What do we put forth? Who are we? And that can help build really successful groups as well. So if you're doing a lot of group work in your flipped classroom, take time to let the students get to know each other. And I think that's extremely valuable to do in the classroom. Don't just assume that they're going to do that outside of class.

OK, this is great information. All right. So let's move to learning outcome number two. Learning outcome two, we're going to talk about using a three-part motivational model to design effective pre-class assignments. So in Part 1, with learning outcome one, it was really about unpacking all the reasons students might resist the flipped classroom model. And oftentimes it really does come down to fear, fear of unknown, and baggage. It really, sometimes, comes down to those two things.

But what I want to try to do now is to give you a framework for thinking about how you design these pre-class assignments. So again, so many faculty say, "Barbi, they don't come to class prepared. What am I supposed to do? I can't go any farther with them, if they don't even come to class with the basic information."

And some of you might be nodding saying and "yes, absolutely." So here is a way to think about your pre-class work. First of all, with your pre-class work, you want to make sure that you're really paying attention to what it is you want students to do.

So here's a story for you. And I told this story several times throughout my visits across the country. And so many times, I think, it really is kind of an aha moment. It was an aha moment for me.

So I used to teach, and sometimes still do teach, a graduate level course called Teaching in College. And in this course I have—there were about 15 students that I taught at that one fall semester. It was a few years ago—and there were 15 students, all doctoral students, so PhD students. And their whole goal was to try to be faculty. They're going for those assistant professor jobs.

And so they wanted to take a formal course on learning how to teach. So I emailed them all the day before the first day of class. And I figured they were graduate students. They can handle this. So read Chapter 1, is what I told them. And it was kind of an experiment. So all I told them, I said, read Chapter 1.

So they came to class that Wednesday afternoon. And after we did introductions and everything, I went around the room and I asked each student to tell me what they did when they read. So I was like, “Mark. OK Mark, I want you to tell me what you do when you read.”

And Mark said, “oh, well, you know, when I read I like to focus on the bold font and the definitions in the chapter.” OK, fair enough. I grabbed my whiteboard marker, turned to the whiteboard, and I wrote down, focus on the bold font and definition. So we had one way that someone read.

Then I went to the next student. “Sarah, how did you read?” She said she liked to answer the questions at the end of the chapter. So she starts by reading the questions at the end of the chapter and then reading the chapter to find the answers to those questions.

I went to the next student. And I was like, “Joe. Joe what did you say?” And he said, “well, I like to create an outline of the main points. It kind of helps me organize a chapter.” So I wrote, created an outline of the main points.

I went around the room and every answer was different. Got another student who said, “well, I forgot to read. So I just skimmed it right before class started.” So I literally wrote that down, skimmed it before class started. Next student said, “well, I sort of read through it, but I was making dinner for my kids, so I wasn’t really focused. But I read.” So I wrote that on the board.

Another student, “I read it, but I didn’t really do anything else with it. I just read through it.” So I literally wrote all 15 answers on the board. And there were 15 different ways that graduate students approached “read.” It was very interesting, such a simple thing, read this chapter. But here’s all the things that students did with it.

So now I’ve turned it into sort of my “and then what?” question. Give students something to do. And then ask yourself, “and then what?” So watch this video. And then what? Read this chapter. And then what? Listen to this podcast. And then what? Participate in today’s webinar. And then what? Like what is the next step? What do students need to do?

Now, this might not matter if your students are used to a flipped model, it’s late in the semester, they’ve gotten the hang of it, they know what to expect. But early in the semester, when you’re just starting this process, you might need to clarify this for them.

So read this chapter and bring in three questions. Watch this video and stop it at minute two and explain what’s going on and post it to a discussion board. You want to get really specific,

because the more specific you can be, the less likely that you will sort of violate this curse of knowledge. If you haven't heard the curse the knowledge, I can also add this to the packet. I think I gave you one resource.

The curse of knowledge. You are the expert. You know what you mean when you say, read or watch this video, or write this response. But your students may not. They may not understand what level of intensity you want them to do something.

And so it's very interesting. When you are the expert, you cannot go back in time and remember what it's like to not know something. It's almost like you're putting your expert glasses on, you cannot take them off. That's the only way you can see your content and your discipline. And you just know it. And you have forgotten what it's like to be a novice or a beginner.

And so if you can take a moment and map each level of Bloom's Taxonomy, what do students do at the knowledge level, and the evaluation level, and all up to the creation level, this will help you start to take off your sort of expert glasses and remove the curse of knowledge from your classroom, so that you can put yourself where students are.

So I've given you this worksheet. This is a brainstorming worksheet. It's in your packet. And you can use this to outline each of your learning outcomes. And that will really help you start to see, oh, this is what my students need to do at the foundation level before they can even move forward. It will help you answer that "and then what" question.

So if we zoom in on that Bloom's Taxonomy, and we go back to, remember how we said, the flip was what students do out of classes, the lower levels of Bloom's, what students do in class is the higher level of Bloom. When you map out all of your learning outcomes, all six of them for all six levels of Bloom's, you will start to see that your pre-class work will almost jump off the page.

You'll be able to say, oh, OK. Here's the three levels, remembering, understanding, and maybe applying. Applying is kind of both. And you'll be able to say, OK, this is what I need students to be able to do. They need to read the chapter. And then they need to outline pages 1-4, or whatever it may be. Listen to this podcast. And then I need you to post onto the discussion board one question that was confusing. That's just very basic levels of understanding.

And so, before I go there, if you're able to do that, it will really help you start to shape what it is you're asking students to do. It will answer that "And then what?" question. So when you get ready to write your pre-class assignment, just keep asking yourself that. "And then what?" What are students going to do with it?

So the second layer of this, after you've clarified what is specific, is you start to sort of layer it against this three-part model that I read about in Dan Pink's book *Drive—The Surprising Truth About What Motivates Us*. And he also has a TED talk on this very topic.

And it's really interesting to see what motivates humans, and especially our students, to take action or to do something. It's not always extra pay or bonus grades or extra candy. There's something else internally that motivates us.

And so I thought it would be interesting to layer our pre-class assignments up against the three-part model that he presents. He says that when you have autonomy, mastery, and purpose with some task or job, that you'll be more likely to actually follow through, you'll be more motivated.

So if we layer our pre-class assignment up against this model, it might look something like this. Your pre-class work and autonomy. So you want to give students some direction and guidance, but also give them autonomy to decide how they can best achieve the learning outcomes.

So you want to think about, how can you allow them opportunities to complete the pre-class work using their own approaches or strategies or ideas? Maybe you give them some choice, not too much choice, but some choice. Maybe they get to decide who they work with on the pre-class activity.

Maybe they decide what topic. So maybe there is a case study or something, and maybe they get to choose a specific topic that aligns with their interests. Maybe they decide when. Now clearly, they can't pick the deadline. But they could decide between Monday and Wednesday's class, when they want to do this activity.

They could decide where. Maybe they need to meet in the library, maybe they meet before class, maybe they meet at the student union, whatever that may be. And then how. Maybe you present a pre-class assignment where something could be posted to a discussion board as a written text or as a video. So you're giving them a little bit of choice. And that can really help them decide what works best for them. So that's autonomy.

Mastery is sort of another layer, another way to look at this, is you have to hold students accountable for this pre-class work. And the best way to do that is to make that learning visible. So when you write these specific learning outcomes at each level of Bloom's, this will become really obvious to you. You'll see it just, sort of, again it will jump off the page.

And you'll start to ask questions such as, how can students show me they completed the task? So when I ask my students to read Chapter 1, then what? How do I know they did it? I didn't test them in any way, didn't give them anything to turn in. So there was no way for them to show me that they actually did it.

You might say, what will it look like when students have mastered this? So if you have a student doing something, pre-class work that's maybe memorization, like maybe they have to memorize certain bones in the hand or something, so that they can follow through with the next activity. How do you know that they did that?

And then an even better question is, how will the students know that they've mastered that task? Is there some kind of quiz? Is there some kind of guide? Is there some kind of template? So trying to think through how, in your pre-class work, not only do you give them some autonomy, but how can you see mastery, how can you make that learning visible. And this kind of goes back to the "and then what" question. So what is it that they're doing that they can show you or demonstrate to you?

Then finally, we look at purpose. And you have already mentioned this in the discussion, purpose being how can you connect the pre-class work to the in-class work and reinforce its value? And I think that's the key point. If you assign pre-class work and then you don't revisit it during class, they are never going to do the pre-class work. They're never going to see the value of it. It's just not a high priority. They don't see how it's going to be used.

So another way to answer this question is, what is the result of the pre-class work? So I listened to this podcast, and I completed this worksheet. Now how am I going to use this worksheet in class. How is it going to matter? And make that happen in class, make sure to use the worksheet.

How will completing pre-class work help students reach their goals? Maybe you have to remind them of their goals. I remember working with a pharmacy school, and when the students were getting their rough patches there, they were on that not a semester system but sort of a quarter system. When it got really tough, it's reminding them, "OK, this is the kind of professional you want to be, this is what we're looking for in our field," reminding them of why they're going through this struggle. So sometimes you might have to remind them of the goal.

And if that's get your "C" and get out, then OK, that's reminding them. But you've got to do this pre-class work to get your "C," to be able to go, whatever the goal may be. So meet students where they are.

So as I was saying, what I want you to try to think about is make your pre-class work very specific, very measurable. And then think about how you can layer autonomy, mastery, and purpose on top of that. It might not be every time you do this for every pre-class work, but certainly when you're just setting up and you're getting students kind of used to this flipped classroom idea. This is a really good way to sort of vet your pre-class assignment, to see if, indeed, you're setting it up in the best way that you can.

All right, so learning outcome three is articulate the benefit of the flipped classroom model to help students see their value. So we've kind of been getting there all day, kind of thinking about, what's the value, what's the value? We talked a little bit about what's the value of the pre-class work. Now it's about stepping out and looking at the value of this entire type of teaching and learning experience.

So here's another question for you. I'd like to flip it to you, before we talk about students, and say why do you use the FLIP model or active learning strategies in your classroom? And again, I will pick some responses to read.

So here, the first one to come in is better use of class time. Absolutely. Class time spent really listening and hearing from the students, sharing ideas. You're there as that guide on the side rather than as sage on the stage. To ensure that students can apply learning in a very meaningful way. Absolutely. It's going beyond that memorization and recall and spitting out on a test. Very good.

It's how they're going to learn after college. And this is so critical. If you can constantly remind them and show them examples of this is the way life is outside and beyond these classroom doors, this is how people learn and grow.

Increases accountability. Yes. So I always say that the flipped classroom is sort of assessment in action. Because you're right there with your students, you can see if they get it or they don't get it. You can see where they're struggling. You can help them immediately. Whereas if they're outside of class, studying in the library on their own, trying to do this work by themselves and they get stuck, they're stuck. And then they may not recover from that, because you're not right there with them. Several of you have said that. Very good.

And it helps promote higher quality classroom discussions and group work. Very good. So many times I know that even with faculty who lean more toward lectures that sort of traditional—I hate to call it traditional, but that more traditional model for lack of a better word—even then, they still put students in groups and there's that struggle. At least with this model the value is, you can build strong teams, strong group members.

And then leadership and management. Yes. Learning about is not sufficient. It's different approach for learning to. We're wanting to do something, learning to apply, learning to think. Absolutely. That is an awesome list. That is very similar to what I heard when I visited Wright State University. And this was probably the first time I've heard faculty articulate it quite in this way, very much like what many of you have done.

So this is all about creating value. And it's not only value for you to keep going, because you have tough days, and you've got to remember what your purpose is and why this is valuable to you. But it's got to be valuable to your students.

And so I facilitated a workshop at Wright State University back in February. And the faculty at this panel, who you see here on the screen, they had attended a year ago, a two-day course that I offered on flipping the classroom. And then they went and they implemented the model on their campus for one year. And then they invited me back to campus, so that I could see their results and they could share with their other colleagues, and we could teach the next group of faculty coming through.

So during the lunch hour, I stepped to the side. And the faculty members came up to the front, these five. And they were part of the panel. And one of the questions, the very first question I will never forget, the very first question from one of the faculty members was, “why do you do this? Why do you spend this time learning about the flipped classroom model, creating activities, struggling with the student resistance? Why do you do this?” And it was a legitimate honest question.

And there was a little bit of laughter, and people were like, “yes.” But people really wanted to know, is it worth it? And every faculty member up there said one of two things. And many of you tapped into it, is this whole idea of transferable skills.

Now I hate the term soft skills. So I call it transferable skills. But it’s the “what else” students are learning in their college experience, right? It’s not just the memorization. It’s not just the content. It’s not just, did you get that “A”? It’s this other experience that’s happening out there, and it transfers to beyond the classroom.

And it’s how, like you said, they’re going to learn in the “real world.” This also had been talking about what they called sort of the Google generation, which is, we have every answer to every question just about, at our fingertips with Google, or any search engine that you want to use.

And it was so interesting to hear them say that it’s just about more than the content. And somehow that’s we have to make visible for our students, is there has to be more to your college experience and more to this class than just the content. The content is important, yes. But within that, something else happens. As you said, problem-based learning, teaching them to think how to reason.

So you searched an answer on Google. Is it the right answer? How do you know? Is it a legitimate argument? How do you know? Are their sources cited appropriately? How do you know? I mean, it’s really getting them to think critically and go a step further than just accepting what is. So when we talk about value, there’s just more to it than meets the eye. And I think sometimes we have to do a better job of communicating the value to students.

Now I did have one faculty member, not at Wright State University, who was teaching a course. And the students were kind of struggling with this model and their role and kind of lost sight of their purpose. And so she brought in example job descriptions from the actual job market for her discipline. And she passed them around to students. And she had them circling and engaging with, what do you see on the job description? What are they asking for? Are they asking that you’ve memorize this theory? No. They’re asking for leadership skills, communication skills, problem solving skills, working with people, leadership, management, time management. Those were the things that were being and looked for in the jobs.

And that helped refocus the students. And it reminded them the value of the experience and the struggles they were going through. So if you can think about doing something like that in your

class, so when your students need a readjustment, that might be a good way to do it. So I thought that was really a great way to create value.

All right, so last but not least, is focusing activities. So this is sort of the newest area I've started to think about. How can we show value in our classroom and also hold students accountable, also make learning visible, and maximize class time? And to me focusing activities is one way to do that.

And so a focusing activity is an activity or task that students do immediately when class begins. And I did one for you. So if you remember back at the top of the hour, I opened this webinar with a quote for you to read. So rather than your standard title flag, and this is what we're going to do today, I had you already thinking about today's topic.

Some of you, if you're in a group with other colleagues, might have been discussing that. Some of you might have been thinking on your own, like "oh, yes, OK, OK." Because that's just a quick way to get your attention. And you can do the exact same thing for your students.

So when you do a focusing activity like this—and again, this was just a quote. It wasn't a whole big long thing—it helps students connect the pre-class work to the in-class work. So if I knew who all was going to be here today, I could have sent you a reading or a piece of video or part of a podcast that I had done, talking about the flipped classroom model and talking about fear in the classroom.

And then when you logged on, you would see that quote, which might have been listed from the article, or it might just be a new way I want you to think about something. And it would instantly connect, "oh yes, that's right. We read that article Barbi sent us. That's right. OK, yes. I see what we're doing now." It's just a reminder to help them bridge the pre-classwork to what you're going to do in class.

Also a focusing activity, you can find one when you answer the question, "and then what?" So when you say, students need to fill out this worksheet and then what. That "and then what" might be what they do as soon as they arrive to class.

Another example might be if I had my students read Chapter 1 and write three questions that they have about the content, why this matters to them as future faculty, then the very first thing we could have done when they arrive to class was put them in pairs or groups and have them all sharing their questions with each other. Immediately, right when they walked in, they were instantly engaged with the content.

And of course, you can use this as part of your grading process, especially if you do a quiz or a clicker question or something like that as your focusing activity, you could do that if you wanted to.

Some examples of focusing activities. A quote, very much like what I did. Could be a picture, a before and after, and have them engage with it and think about it. Could be a graph. You know, here's trends from the presidential debate from last week to this week. How has it changed? What's going on? What do you think happened?

Could be a quiz question. Could be an ordering exercise. Maybe you have something in your content has to be done in a particular order and so you can post on the board or hand out a worksheet that has the steps out of order and say, "OK students, put this in order," right when they walk in. Or writing a discussion prompt, something to get them started right when they walk in the door.

So focusing activities, I think, can be very powerful. They're simple ways to quickly engage students. But they do so many things. Because number one, it helps them connect that pre-class work to the end class work.

So number two, if they're going to bring their pre-class work to the in-class space and they see that immediately they're going to use it, that creates a value.

Number three is, if you're really struggling with getting students to consistently engage, focusing activities can create what I call a routine of engagement. So they know that every Monday there's going to be a focusing activity—and you don't have to call it that for them—that they have to do based on the work from the previous week. Or if you want to do one every day, that's fine. You could literally do one every day. And so when they arrive to class, they know, "oh, I've got to engage with this. This means turn to a partner. This means work with my group. This means write on my arm."

Another thing you can do if you have to get to it late to class—and this is sort of a time management issue—this can really encourage them to get to class. Because if they miss it, they've missed how their pre-class work was used. They might have missed something that was graded. They might have missed an opportunity to hear from others, which would help them with their project or their paper, you never know. So it can also be a way to get them to class on time.

But anyway, so focusing activities can be a great way to sort of bring some things together, kind of talk about everything we've talked about today, from creating value, to addressing fear. Those kinds of things can be done as focusing activities as well. I mean, a focusing activity could be, what are three things you're nervous about the upcoming test? That might help them address some of those fears and get some of those thoughts out. There's so many ways you can use this. I want to make sure I've left you with examples of focusing activities, because that can be a great way to address some of the student resistance.

So I want to pause here, make sure that if you would like to get any of the worksheets from this webinar, or any additional ones, I have a whole section on my website: BarbiHoneycutt.com/resources. And you can download all of these handouts. You can print them

out, use them as you want to. There's additional articles, additional templates for assessment and planning, lesson planning templates. There are so many resources there for you. Because today I really kind of referenced some of those things. And so if you want to go into more detail, feel free to sign on to the resources website and take what you need.

So I'd like to open it up for some questions. First question is, do you have examples of anyone who has used the FLIP model in math or physics classes? Yes, I do. So Robert Talbert is a higher education faculty member who has flipped some math classes. He wrote a whole series in *The Chronicle of Higher Education*. He's also featured in the newest book that I'll reference at the end of the webinar. Now he doesn't specifically talk about math in those, but you can see his entire list of articles in *The Chronicle*. It says Robert Talbert.

And in physics there's been a lot of work done with Scale-Up, S-C-A-L-E-U-P. And that means student-centered, active learning, upside down pedagogy. We love our acronyms in higher ed. And so that is on Bob Beichner out of NC State University. And he has done so much work, I would say, over the last 17 years, on this model in physics. So there's some examples for you.

Do you use the flipped classroom all the time? Great question. So I think that you can overdo any teaching method. You can teach too much and do too much group work, too much active learning, too much case study. And so I would say to try to find a balance that works best for you.

I advocate for what I call flippable moments. So I believe that you look for the places that need to be flipped. And if it's something that's really working the way it is, leave it alone. But I think it's just too stressful for you and your students—you don't have enough time, energy, ideas, resources to flip everything all of the time. It's just too much.

So I say, when you're looking for a flippable moment, that means you look for places where students are confused. You look for places where there are fundamentals, so what knowledge must students have before they move on to the next course or the next module, that's what flipping.

And then a third place to look is for boredom. If you're bored or your students are bored, that's something worth flipping. So try to look for those opportunities and start there, before you try to flip everything.

I've had some faculty who have success with something like Flip it Fridays. And they don't necessarily call that to their students, but the students know that on Fridays there's going to be this type of learning experience. That may or may not work for you. It's just something that was manageable for some faculty as they start off with this model.

OK, another great question that we have here is, in your experience, if you give questions before class, is it necessary to have a grade, to make sure they complete it? So yes, I've seen this work

in both ways. I would say that early in the semester be more strict. Put a grade on pre-class work or at least some part of pre-class work, so that you're holding students accountable and they can see your level of expectation.

And then, from that point on, you can relax the rule a little bit. But if they start slacking off again or you see some problems, you can reinforce that again. So really, you can go either way with that. Some faculty have a lot of success with just counting it all as participation grades and really bumping up their participation percentage on their syllabus, so that students take it seriously. Not 5% or 10%, but really get it on up there, 30%, 40%. And try to show it's a value in that way. Because students do value grades. Great question.

What about applying these ideas to the online classroom? OK, yes. So I have written a couple of articles. And in the new book there is a little chapter on how could you flip the online class to this online environment. It's very interesting. How can you do that?

There are some things you can do. But you are limited, of course, by the fact that it's a lot harder to do some things like a quick group activity, if your students are scattered all over the place and they're on the other side of a computer screen. You can still do it. It just takes more logistics.

I think that there are small things you can do. Something as simple as what I did today, where I turned over the questions to you and just did a simple Q&A type of activity, I think that could work really well. But there are many others that could work as well, too. So you can do it. It just take a little modification.

At this point, what I'd like to just remind you of is, make sure you download your free white paper, so you can get all 10 strategies today. Like I said, I only mentioned five. And you can get that at BarbiHoneycutt.com/whitepaper. You can also see a little preview of the white paper.

And then, if you're looking for more resources, let me just point you to several different things. There's a lot of activity happening out there right now. I've been writing like crazy over the last year. So the first book is *101 Ways to Flip*, if you're looking for just—101 ideas to flip anything, from a meeting to a classroom, that first book might be good.

The second book is *101 Ways to Flip Your Online Class*. The question that came from the University about how can you do this online. There's 101 ways to do that in your online class. For those of you who are looking to kind of step away from technology every now and then, maybe throw something a little different at your students, there's *101 Unplugged FLIP Strategies*. So if you're looking for things like sticky notes, whiteboards, flip charts, cards, that's a great book just to give you some ideas to mix it up a little bit.

If you're looking for more focusing activities, my fourth book is *FLIP—the First Five Minutes of Class*. There's 50 focusing activities in there. And then the last book that just came out about a month ago, *Flipping the College Classroom*. Here I work with 14 different faculty members to

contribute their best advice for those of us who are flipping our class all the way from planning to assessment and everything in between. So that's a great book you can get through Magna Publications.

And finally, I'll leave you with my website. You can go on my website, follow the blog, get more resources and more ideas, and definitely subscribe to the newsletter, whatever it is that you want to do. And I look forward to staying connected and hearing from you.

Thanks a lot for a very stimulating presentation today. And thanks to all of you out there for joining us today and participating and offering your thoughts, your contributions, and your questions. Complete information about upcoming seminars is available at www.magnapubs.com. Thank you again for joining us and have a great day.

We appreciate your feedback!

Please take a moment to let us know how we can best serve you by completing our evaluation of today's program, using the following link:

<https://www.surveymonkey.com/r/101816>

Thank you!

Adobe Connect - Chat Transcript

Neosho County Community College: It's different from what they have experienced before

Oakland City University: Because it's change, and most people resist change

Michele: lack of time

Kansas State University: They think the teacher is not teaching, they are having to just learn it themselves.

University of Idaho: Afraid

Carine Doggen: they are afraid they give the wrong answer

Jefferson Community College: it's new to them (they are not comfortable)

Haslam College of Business, University of Tennessee: It's active instead of passive... they have to DO something

Wintec: Different. Apathy

William Carr: The students have to work more

Xavier University of Louisiana: I shouldn't have to teach myself

University of Oregon: Passivity is easier!

Grenfell Campus: Too much work
State Fair Community College: They don't know how to use it.
Dr. Audrey Davis: The amount of pre work
BCIT: Increase in up front work prior to class
Michele: they want to be spoon fed the content
Charles Telfair Institute: Too much of independent work and they are not used to it
Parker University: they think it takes too much time
Djuana: It is not engaging to facilitate learning on their own
Farmingdale State College: They are scared!! FSC
UNK eCampus: The don't want to interact
NorQuest College: Lazy
Saint Louis University: Fear of grades
NorQuest College: don't know expectations
University of Oregon: Group work hasn't worked!
UH-Downtown: Different. Used to getting information from the instructor.
Jefferson Community College: They don't think that work will be graded
DVNE-2: They think that they have to learn it all by themselves and are uncomfortable with self-paced learning.
Charles Telfair Institute: Expect work to be done in class rather than outside of class
Saint Louis University: Lack of passion of the material being learned. Feeling of being forced to participate
Dr. Audrey Davis: English is a second language
Farmingdale State College: They are overwhelmed because the learning is on them
Jefferson Community College: older adults are less comfortable
State Fair Community College: Technology barriers
Kelley Shaffer: reassurance
Charles Telfair Institute: Communicate the purpose and the outcome
Haslam College of Business, University of Tennessee: I don't label it, EVER
DVNE-2: Be available for the students
UH-Downtown: Success stories.
Oakland City University: Do not grade practice work
NorQuest College: clearly identify objective
Kelley Shaffer: start with small tasks to ensure success
NorQuest College: clarify any expectations
Haslam College of Business, University of Tennessee: Encourage them to work together on the homework part
University of Oregon: creating a good classroom atmosphere!
Onondaga Community College: growth mindset
Oakland City University: Only assign grades when students have had the opportunity to master the material
NorQuest College: get them excited
William Carr: show how it is relevant to things in their lives
Carine Doggen: be there for the students when they have a question
University of Idaho: admitting it will be different/tough

Saint Louis University: try a low-stakes run through of how the flipped approach will be implemented in your class.

Universidad del Valle 2: Give the confidence they can talk to you

Georgia Southern: Give an anonymous, safe place to ask questions and provide feedback

Xavier University of Louisiana: Present the class as "this is just how the class is conducted"

Dordt College 2: Take time to let them give anonymous feedback and for them to ask anonymous questions

Michele: instead of giving a fish, teach fishing; explain this concept to the student

State Fair Community College: Give them an opportunity to discuss their fears during the first day of class.

Rosealee Lee: Sharing of student goals. In doing this, they find commonality.

Haslam College of Business, University of Tennessee: in terms of grading, less weight on homework and more weight on in-class part

Jefferson Community College: use testimonials

Xavier University of Louisiana: Let them know that other students have succeeded in this type of class and provide guidance

Dordt College 2: Identify and address common areas of struggle / misconception. "If you find ____ confusing or challenging, that's not unusual...."

Michele: provide opportunities for students to get to know each other in their groups so they feel safe in the group setting

University of Idaho: being willing to let students have a voice and be able to let go of control/judgement during the experiential activities

NorQuest College: have students come up with a group name that reflects who they are or what they are focused on

Georgia Southern: tie it into the expectations, requirements of their career field/ major

William Carr: Please provide the link for group formation

Finger Lakes Community College: Give students a meta-affective/cognitive writing prompt, to reflect on their situation

Haslam College of Business, University of Tennessee: Better use of class time

Saint Louis University: less boring.

NorQuest College: increases student engagement

State Fair Community College: To evaluate their understanding of the material

Rosealee Lee: Increased retention

Kelley Shaffer: students bring more than I can bring to the classroom

NorQuest College: more fun

Xavier University of Louisiana: More active learning in the classroom

Charles Telfair Institute: to enrich student learning experience

Grenfell Campus: Help students learn to use textbook effectively

DVNE-2: Student retention of material through application

Rosealee Lee: More engagement

Universidad del Valle 2: To go forward

Oakland City University: To ensure students are able to apply the learning in a meaningful way

Carine Doggen: to get less remarks like 'class is boring, although the teacher is enthusiastic'

Charles Telfair Institute: get students to engage in the class

State Fair Community College: To increase students understanding of the material

MSOE 2: *Engaging students

Xavier University of Louisiana: Opportunity to focus on what students do NOT understand in class

William Carr: To get the students excited about learning and keep me from being bored

Kelley Shaffer: students are more engaged in their learning

University of Idaho: it's how they are going to learn after college

Georgia Southern: encourage collaboration - this fits well with disciplinary expectations

Saint Louis University: students don't need for content dump- they need me to structure activities to make sense of content.

Xavier University of Louisiana: Focus on skill development in class

Michele: sets students up to be independent learners

Haslam College of Business, University of Tennessee: To improve student engagement

Farmingdale State College: Foster critical thinking & application

NorQuest College: increase accountability

UH-Downtown: Students take responsibility for own learning

Universidad del Valle 2: and to go ahead better and cover more content

Xavier University of Louisiana: Increase students' interest in class

University of Oregon: gives sts more time to work through things at their own pace

DVNE-2: Community learning with faculty member as mentor, but not boss

NorQuest College: set up real world expectation

Haslam College of Business, University of Tennessee: To change things up so they don't get bored with pure lecture

Universidad del Valle 2: To apply concepts

University of Idaho: gives the instructor a sense of where they are at

Michele: allows students to interact and learn from each other

Finger Lakes Community College: Helps promote higher quality classroom discussions and group work

NorQuest College: even with resistance they see the benefits after and get excited about learning

Xavier University of Louisiana: To emphasize problem based learning

Georgia Southern: encourage students taking leadership role in their learning

University of Oregon: ability to moderate or steer their learning

Haslam College of Business, University of Tennessee: Leadership/Management topics, "learning about" is not sufficient... need different approach for "learning to"

Dr. Audrey Davis: provides an opportunity to interface with others who are different and may think differently

MSOE 2: They learn to apply the content to real problems

Xavier University of Louisiana: Do you have examples of anyone who has used the flipped model in a math or physics class?

MSOE 2: If I only DO one thing in my next flipped classroom what do you suggest?

DVNE-2: What feedback have you received from students on the flipped classroom method?

Georgia Southern: Is there any research to support/ refute the rumor that students don't like video lectures?

Charles Telfair Institute: How to you cater for multiple learning style in Flipped classroom?

Xavier University of Louisiana: Do you have feedback for how to conduct the flipped classroom in >100 student classrooms?

Farmingdale State College: Do you use a flipped classroom all the time?

University of Findlay: In your experience if you give questions before class, is it necessary to associate a grade with that work to make sure that they complete it?

DVNE-2: What about applying these ideas to online delivery mode?

Saint Louis University: What are some potential risks involved with using a flipped classroom model?

UH-Downtown: What are some specific strategies to use with technical classes (like Research Methods or Statistics), which require significant teacher support to grasp concepts from the reading?

Saint Louis University: Is there any research on using the flipped classroom in a cross-cultural classroom?

Georgia Southern: How is the FLIP model you are proposing different from models used previously in various disciplines (i.e. read at home and come prepared to discuss)?

Lynchburg College: Could you give an approximation for how much time investment (In terms of making media) should be expected by the professor who is interested in Flipping?

DVNE-2: Are these strategies more or less effective depending on class size?

Dordt College 2: Thank you!

Oakland City University: How would you suggest using these strategies in a hybrid class when students only meet about 6 times per semester?

Finger Lakes Community College 2: Thank you so very much!

Oakland City University: Thank you!

Saint Louis University: Thank you!

Wintec: Thank you :-)

Charles Telfair Institute: thank you.

Carine Doggen: Thanks

Barbi Honeycutt: Thank you everyone!

Djuana: Show them Thank you how the activity connects

Universidad del Valle 2: Thank you!

Midtown Manhattan: Thanks from DeVry New York

DVNE-2: Thank you for the presentation!

Grenfell Campus: Thanks from Canada..