

Flip It! Flip It Good!

The Flipped Writing Tutor Training Classroom

Introduction

- Presenter: Denise Kruizenga-Muro
- Professor of English for 21 years
- Lead Instructor of the Writing and Reading Center at Riverside City College for the last eight years

Riverside City College

- RCC is a large, urban community college in the heart of Riverside.
- Approximately 20,000 students.
- Hundreds of degree and certificate programs.



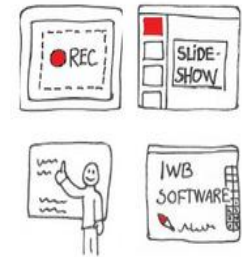
English 4— Writing Tutor Training

- Two units, transferrable to CSU.
- Prepares students to work as writing tutors in our Writing and Reading Center.
- Program has been CRLA certified since 2009.

Today's Agenda

- Provide background on the flipped classroom.
- Explain how I flipped my lessons.
- Help you flip one of your current lessons.
- Allow you to report out and ask questions

THE FLIPPED CLASSROOM



What is a flipped lesson?

- Alternative lesson format.
- Blends two or more delivery methods (C.J. Bonk & C.R. Graham).
- Students access part of the lesson outside of the classroom.

What are the benefits of a flipped classroom?

For students:

- “Added control over the pace and frequency with which they engage” course materials including lectures (Shand, Casoleri, & Glassett-Farrelly, 2017).
- Increased satisfaction with their learning (Sorden & Munene, 2013, qtd. In Shand, et al).
- Some preliminary studies show higher success rates in certain courses (Gonzalez, 2014, qtd in Shand, et al.)

What are the benefits of a flipped classroom?

For faculty:

- Presents material in such a way that diverse learning styles can be activated.
- More time in class for personalized instruction and hands-on activities.

Disclaimer

- My entire classroom is not flipped—I still lecture on occasion.
- One-third of my lessons have been flipped.
- Example: Week 3 lesson getting students inside a tutoring session.

Week 3 Inside the Tutoring Session

Before Flipping the Lesson

- Lecturing for approximately 45 minutes.
- Setting up the mock tutorials.
- Allowing students to practice.
- Usually running out of time for everyone.
- Lost momentum, lost time.

After Flipping the Lesson

- Lesson starts the week before.
- Can send the lecture plus other materials.
- 10 minute pop quiz in class + short Q & A.
- Remaining time is spent on mock tutorials.

How to get started?



Step One: Questionnaire

- Create a list of questions.
- Envision the lecture and reconceptualize class time.
- Consider technology options.
- Choose method of delivery.

Flipped Classroom Questionnaire

THE FLIPPED
CLASSROOM



The Flipped Classroom Planner

1. On which topics do I currently lecture in class?
2. Do I use PowerPoint presentations or videos for any of these lessons? If so, which one(s)?
3. What technology would I need to create this lesson?
4. With whom on campus would I need to work to create this lesson?
5. How long might this all take?
6. What other things should I consider before creating my flipped lesson?

Instructional Media Center at RCC

Welcome to Technology Support Services



Henry S. Bravo
TSS Manager

Riverside TSS supports the mission of RCC by ensuring innovative technologies and technical training will be accessible to all Students, Faculty and Staff so they may provide a rich learning environment for the Diverse community of student learners we serve.

Henry S. Bravo
IMC Manager
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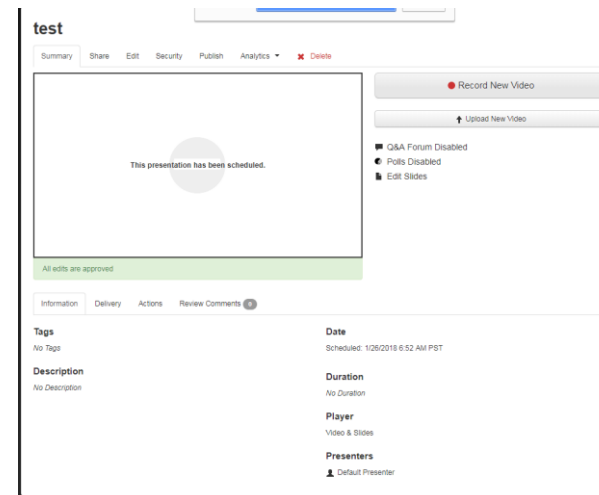
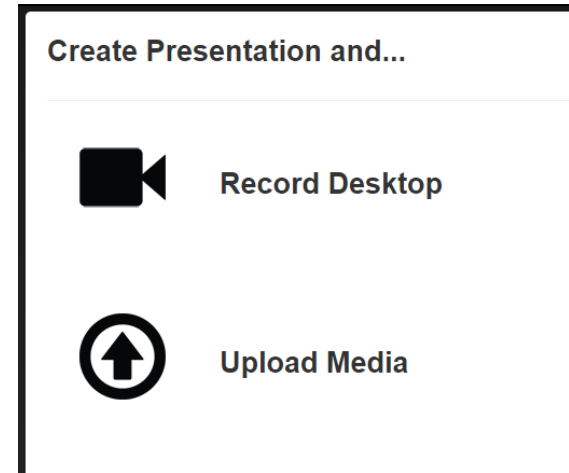
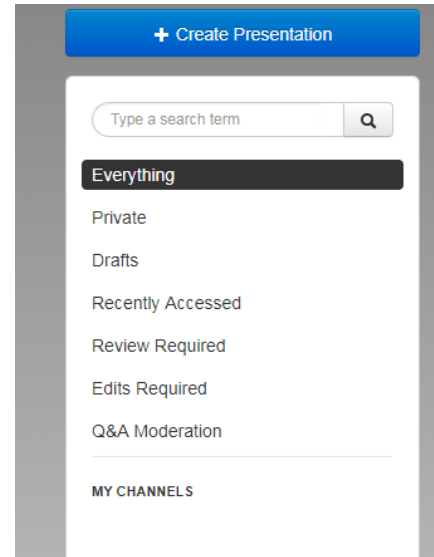
SPRING 2018 OPERATION HOURS

Monday - Thursday	7:30 a.m. - 9:00 p.m.
Friday	7:30 a.m. - 4:30 p.m.
Saturday & Sunday	Closed

TSS RESOURCES

- Survey Test
- TSS HOME PAGE
- TSS ORDER FORM
- PROCEDURES
- CONVERGENCE CENTER
- CONVERGENCE CALENDAR
- EQUIPMENT BY ROOM
- KRCC
- LANGUAGE LAB
- LIBRARY
- TSS LINKS
- PRODUCTION
- VIDEO CONFERENCING
- STREAMING MEDIA
- CLOSED CAPTIONING
- SHAREPOINT TRAINING
- WEB POSTING FORM
- TSS STAFF
- TRAINING FEEDBACK
- AV Help
- IT FAQ

Mediasite for Narrated PowerPoints



Step Two: Prep

- Received training
- Completed worksheet

Step Two: Prep

Add header

Student Learning Outcomes:

Upon completion of this lesson, students will be able to (SLOs)

1. Understand and utilize methods and theories of peer tutoring writing.
2. Utilize the theories and practices of writing tutoring within specific tutoring situations.

THE FLIPPED
CLASSROOM

Before Class

What materials would the students need and/or what readings would they need to complete before the flipped class session?

1. Read *Bedford* ch. 3 and *Tutor Guide* ch. 1

What additional tasks would they need to complete (videos to watch, PowerPoints to view, etc)?

1. Watch narrated PowerPoint
2. YouTube videos "Ending the Session" Tutor Talk & Writing Tutoring the Right Way

Notes:

Step Two: Prep

During the Flipped Class:

Time	Activity	Materials Required
15 min.	Reminders, how did the week go?	nothing
15 min.	quiz, review of questions	quiz handouts
50 min.	scenarios + complete session summary forms + act out	session summary forms, scenario packets, scratch paper

End of Class/After Class:

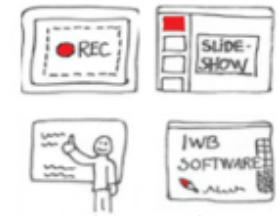
Assessment type: Quiz

Evidence of student learning/Target:

Students do well on quiz (+4/5 or +5/5)

Students show an effective greeting in mock tutorial

Students successfully set a written agenda on the session summary form



Step Two: Prep

- Wrote a script
- Gathered materials
- Set aside an hour of quiet time

Step Three: Record and Complete

- Record
- Send to IMC for review and placement on site.

Dealing with Challenging Students: Bedford...

Summary Share Edit Security Publish Analytics ✖ Delete

Link

Copy and paste this link into an email, IM, or social network.

Embed

Step Four: Decide how to use all that extra time!

- Find supplemental videos.
- Give short quiz in class
- Spend the rest of class doing a hands-on activity that reinforces the lecture material.

My Narrated PowerPoint

- <https://mediasite.rcc.edu/rcc/Play/75e842a0967246e89b8c2780192ca22f1d>

Questions?



Your Turn

- Working in small groups, first complete “The Flipped Classroom Questionnaire.”
- Then move on to the worksheet to flesh out the details of your flipped lesson.

Report Out

1. What is the topic of the lesson you want to flip? Why did you decide on this particular lesson?
2. What great ideas do you have for flipping this lesson?
3. What kinds of in-class activities will you now have time for?
4. What else would you like to share?

Works Cited

Bonk, Curtis J. and Charles R. Graham, editors. *The Handbook of Blended Learning: Global Perspectives, Local Design*. Pfeiffer, 2006, San Francisco.

Shand, Kristen, et al. "Better by Design: Using Design theory to Improve a Blended Microeconomics Course." *The Journal of Applied Research in the Community College*, vol. 24, Issue 2, 2007, pp. 1-15.