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
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.
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?
Welcome to Technology Support Services

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.

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SPPRING 2018 OPERATION HOURS

Monday - Thursday
7:30 a.m. - 9:00 p.m.
7:30 a.m. - 4:30 p.m.
Closed

Henry S. Bravo
TSS Manager
Mediasite for Narrated PowerPoints
Step Two: Prep

- Received training
- Completed worksheet
## Step Two: Prep

### Student Learning Outcomes:

- Upon completion of this lesson, students will be able to (SLOs):
  1. Understand and utilize methods and theories of peer tutoring in writing.
  2. Utilize the theories and practices of writing tutoring within specific tutoring situations.

### Before Class

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

- Read: Readings ch. 5 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:

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The document contains a table for student learning outcomes and activities for before class. It includes points for understanding and utilizing methods and theories of peer tutoring, as well as specific readings and additional tasks to complete before class.
**Step Two: Prep**

### During the Flipped Class:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 min.</td>
<td>Reminders, how did the week go?</td>
<td>nothing</td>
</tr>
<tr>
<td>25 min.</td>
<td>quiz, review of questions</td>
<td>quiz handouts</td>
</tr>
<tr>
<td>50 min.</td>
<td>scenarios + complete session summary forms + act out</td>
<td>session summary forms, scenario packets, scratch paper</td>
</tr>
</tbody>
</table>

### 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.
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](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.
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?