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Flipping Flop?: Can Guest Lecturers Use the Flipped Classroom Format

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Flipping Flop?: can guest lecturers use the flipped classroom format

- I. Guest lecturers
 - a. Who are we? Librarians, vendor reps, other professors?
 - b. What do we accomplish? Acting as an expert, filling in a gap in the course
 - c. How are we different? Don't know the students, haven't seen them before and won't see them again
 - d. How are we not different? Want to teach the students and get the most out of the class period, just like everyone else
- II. Pre-flip: what the lecture looked like before
 - a. Lecture with demonstration
 - b. No interaction
 - c. Nothing for the students to do ahead of time
 - d. Feedback
- III. Semi-flip: incorporating videos, but showing them in class
 - a. Videos well-received
 - b. Got really long, ate into time otherwise could have been used for hands-on work
 - c. Still nothing for the students to do ahead of time
 - d. Feedback
- IV. Flip: the ins and outs of the flipped classroom
 - a. Deciding on a flipped classroom
 - i. Reasonably good experience showing videos in class, but need more time
 - ii. Feedback asking for a more interactive experience, Clare's positive experience teaching a more interactive class session
 - b. Making the videos
 - i. Clare: xtra normal
 - ii. Scott: Prezi, Camtasia
- V. Flop?: feedback from students, trouble we ran into
 - a. Alerting students about the videos
 - i. Email
 1. How soon?
 2. Wording?
 - ii. Involvement from the faculty
 1. Need buy in from them before the students
 2. Importance of forming a relationship, difficult with adjunct faculty
 - b. Classroom experience
 - i. If lots of people watched the videos?
 - ii. If some watched and some didn't?
 - iii. If no one watched?
 - c. Why didn't they watch
 - i. Mostly laziness

- ii. Some timing issues: other assignments due right then, beginning of the semester
 - d. Feedback
 - i. Those who watched them liked them, for the most part
 - ii. No way to go back and improve on the experience with that group, though
 - e. Did we achieve our objective?
 - i. How did it help or hinder the exercises? Got past the initial song and dance faster and got into the subject matter...except for statutes at large
 - ii. Including the exercises got very positive feedback
 - f. What we've learned from others
 - i. IIT professor said
 - 1. he never does flipped classroom on the first day
 - 2. he makes them deliberately rough
 - ii. other research?
- VI. Post-flip: thoughts going forward
 - a. Professorial bully pulpit: email, include watching video as assignment on assignment list, TWEN, usw.
 - b. Videos well in advance
 - c. Hoping for a groundswell in academia creating an expectation that this will happen
- VII. Advice for the crowd
 - a. Guest lecturers must pair up with the "real" professor
 - b. contact well in advance
 - c. otherwise, it's a flop