

Flipped Classroom Study: Report

Research & Analytics, CSU Online & TILT

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Flipped Classrooms: the Basics

- The typical lecture-classroom:
 - One-way flow of information
 - Limited interactivity
 - Study/practice takes place outside of class
 - Engagement is highly dependent on student motivation
 - Technology is not (quite) required
- Dichotomy of in-class/out-of-class



Flipped Classrooms: the Basics

- Flipped classrooms: change-up the dichotomy
- *Definition:* New material is introduced to students outside of class and is then discussed, practiced, and/or applied in class



What Did We Learn at CSU?

Research Questions

Pilot Results, Spring 2015

Current Study (ongoing), Fall 2015

What Did We Learn at CSU?

Research Participants

Spring 2015, four instructors agreed to be part of our 'Pilot Study' of Flipped Classes in the newly remodeled Behavioral Sciences 105 classroom.

- HDFS 320 - Cognitive/Language Development (60 students)
- MKT 300 - Intro to Marketing (2 classes, 52 students each)
- POLS 410 - American Constitutional Law (41 students)
- POLS 422 - Democratic Theory (26 students)



What Did We Learn at CSU?

Student Satisfaction:

- **“One minute of engagement with the instructor made the flipped class worth it.”**
- “Value of a flipped class is two-to-three times as much as a regular class” because it teaches:
 - Critical thinking
 - Thinking on your feet
 - Keeping Attendance high
 - Developing more energy and excitement in the classroom

What Did We Learn?

Student Behavior in BSB 105:

- Students rarely sat at high tables
- Ottomans were stacked in the corner (*no one used them*)
- All classes arranged furniture differently
- All classes re-arranged furniture quickly (beginning of term to end)
- Furniture was moved at beginning of class (not at the end)
- Tall tables in BSB 105 without wheels took more time to move



What Did We Learn?

Faculty Criticisms:

- Tables seating made group work difficult
- Table size/mobility
- Wall space is important (e.g., Wheel and Eddy classrooms)

