

Date: November 3, 2017
TO: Classroom Review Board
From: Julia Murphy
RE: Minutes of November 1, 2017

Members Present: Matt Hickey, Jason Huitt, CW Miller, Julia Murphy, Al Powell, Tom Satterly, Tristan Syron

Members Absent: Kristi Buffington, Pat Burns, Dave Carpenter, Blaire MacNeill, Mike Palmquist, Simon Tavener

Guests Present: Sean Burns (Learning Assessment Coordinator, Department of Research and Analytics), Stan Kruse (TILT, Delegate for Gwen Gorzelsky), Mike Shortall (Facilities Management, Delegate for Kristi Buffington), Tony Flores

1. Approval of Minutes

The minutes from the October 4, 2017 meeting were approved.

2. Flipped Classroom Research Follow-Up – Sean Burns

On November 4, 2015, Sean Burns presented data from his ongoing research on the teaching and learning experiences in flipped classrooms. Sean was invited back to address questions from the October 4, 2017 board meeting. Sean's study covered Spring 2015 semester through Fall 2016.

- a. Are there any statistics on how many people actually go with the flipped classroom model? Stan Kruse - This is hard to quantify. TILT has trained approximately 80 faculty members.
- b. Have studies been done that flipped classrooms are more beneficial? When they're done well, they're very beneficial. Grade wise, there haven't been a huge difference. That's not been a big focus but in talking with students and instructors they feel they are better prepared moving forward after they're finished with a course taught in the flipped classroom modality. They can talk better about their subject and they were engaged more in the class.
- c. Are there a lot of studies between the same class, one in a flipped classroom and one that's not in a flipped classroom? We have not figured out a way to look at this. Stan – we have spoken to faculty about teaching one course flipped and one traditional. The faculty feel they may be short-changing one or the other group of students.
- d. Do we have solid studies that suggest after 5 year of being exposed to flipped classrooms students change their minds about them? It is actually in about 5 weeks. Very high percentages of the students in the classroom adapt to it in 3-5 weeks. Stan – Oregon State and Purdue each have Active Learning Centers where all of the furniture is mobile and the emphasis is on collaborative learning.
- e. How much does a flipped classroom cost compared to a non-flipped classroom? Mike – It all balances out. Its the same furniture just in different configurations. The technology drives the cost.
- f. Are classes in large classrooms more or less effective than classes in smaller rooms? It is a little bit more difficult to engage the large classes. You really have to plan better. The only way you can do it is if you have learning assistants in the classroom and enough of

them that they can go around and provide teacher “proxy” to the groups that they interact with that day.

Julia – With the larger rooms, you have the issue that if you are not using them in the flipped classroom it is difficult to lecture in those large spaces. So, moving forward, do we continue to the large, flat floor classrooms or do we consider going back to more lecture style?

Stan – TILT is seeing more demand for rooms in the 200-seat capacity range. Several faculty they are working with would like to be able to have flipped courses of larger numbers but there just is not sufficient space. Johnson Hall seats over 300 and is borderline too large. The new Stadium rooms seat 130. Second floor Clark rooms are around 105 seats. Warner Natural Resources new room will seat 120.

Sean’s favorite quote from his entire research, “One minute of interaction with the instructor made the entire flipped classroom worth it.”

Warner College addition – Tony Flores

The Warner College addition is four floors, 45,000 square feet. The first floor will have one 120-seat general assignment classroom, a wi-fi core area, a Student Success Center for the department, breakout spaces for students. The second floor is all departmental classrooms – a 60-seat flipped tech lab or computer lab, two teaching labs (one 65-seats, one 32-seats) with a storage space between, and a collaboration space that looks out over Sherwood Forrest. The third floor is departmental offices with a flexible conference room space that could be used by students and another collaboration space immediately above the second floor space. The fourth floor is the Dean’s floor with an outside terrace that overlooks the mountains and a garage door above the collaboration space overlooking Sherwood Forrest. The addition is due to be completed over the summer and open for classes Fall 2018. The general assignment classroom is planned to have two projectors, two screens, a large lectern, a glass whiteboard by the lectern, two 70” monitors on the sides of the lectern, additional small whiteboards outside of the monitors, and lecture capture. This is the only room that has the technology built into the project to date.

3. Stadium Update – AI

Approximately 60% of all equipment was functioning on the first day of classes. All rooms should be fully connected and operational by November 10, 2017. There are some limitations that continue. In rooms 1204 and 1205, the monitors on the walls around the room are not networked. Images are limited to direct connection to a single device per each single monitor. The lighting controls are not programmed into the lecterns. The lighting controls are at one end of the room and lectern is at the other end of the room in one room. Diversified, the AV vendor contracted for the stadium, should be programming the lecterns to correct this. Labeling on the technology controls was not clear. That is being corrected. More whiteboards are to be ordered and brought in.

4. Phones in Lecture Capture Rooms with no PCs in the Lectern – AI

In rooms with lecture capture capability, the most common mistake is faculty forgetting to put on their mic. If the lectern has a PC, a message could be sent to them on the computer screen to

warn them and potentially save them from having to re-record the entire lecture. In rooms with no PC in the lectern, the only way to reach the faculty at present is to send someone to the room and interrupt the class. By this time, they could be 15 minutes into their lecture and not have a good recording. Currently the phones in the classrooms are set to silent rings. Requesting board support to turn the telephone ringer on in the lecture capture capable rooms only. AI will check with Telecom to see if the incoming calls could be limited to on campus telephone numbers only attempting to limit wrong number calls. The board supports the action.

5. SMART Whiteboards – Behavioral Sciences 131 and Clark A206 – AI

AI has surveyed the faculty teaching in both Behavioral Sciences 131 and Clark A206. Both rooms have a large touchscreen monitor behind the lectern not being used. They only function on SMART software. The proposal is to remove them and replace them with standard whiteboards at approximately \$6,000-\$7,000. This includes removal (the boards are upwards of 250 pounds each), patching the wall, repainting, and obtaining and mounting the new whiteboards. The CRB unassigned budget balance is \$63K. Approved by the board.

Next meeting: December 6, 4:00-5:00pm, Morgan Library room 203