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# CE Course Handout

# Flipping the Classroom: Turning the Dental Hygiene Classroom Upside Down

**Thursday, June 18, 2015**
**9:30am-12:30pm**


**Flipping the Classroom: Turning the Dental Hygiene Classroom Upside Down**

ADHA Annual Session 2015 Nashville, TN

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**Course Description:**

The term flipping the classroom has been a buzzword in education for the past several years. The concept of flipping the classroom involves students doing the lecture portion of the class at home before they come to class, and allows for class time to be spent engaging in activities that facilitate critical and analytical thinking. While the concept seems simple, facilitating a flipped classroom requires planning and creativity. This course will discuss the flipped classroom. Strategies to deliver content will be covered and ideas for engaging students in meaningful learning activities will be presented. The speakers will discuss their own experiences in flipping the dental hygiene classroom and share lessons they have learned along the way. Join us to learn how to enhance your classroom using the flipped classroom model.

**Learning Objectives:**

At the end of this session participants will be able to:

1. Describe the flipped classroom concept.
2. Describe the role of the teacher in a flipped classroom.
3. Create engaging learning activities to facilitate critical thinking during class time.
4. Apply the concepts of the flipped classroom to dental hygiene curriculum.

**Course Outline**

**I. Define the Flipped Classroom**

a. What does the flipped classroom mean to you?

i. Inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa. (Lage et al.)

ii. Content delivery is done at home. Application, analysis and synthesis of information is done in class through activities and interactive teaching strategies.

**II. History of the Flipped Concept**

a. Where did the concept come from?

i. Around late 1990's , early 2000's publications began about the inverted, flipped, or peer instruction models.

1. Walvoord and Anderson. *Effective Grading* (1998). They propose a model in which students gain *first-exposure learning* prior to class and focus on the *processing* part of learning during class.
2. Lage MJ, Platt GJ, and Treglia M (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education* 31: 30-43.
3. Crouch CH and Mazur E (2001). Peer instruction: Ten years of experience and results. *American Journal of Physics* 69: 970-977.

b. Related educational theories

**III. The Evidence on Flipped Classroom Design**

a. A need for change reported in higher education

b. Positive Outcomes

i. Higher student satisfaction

ii. Deeper understanding of the course content through more active learning

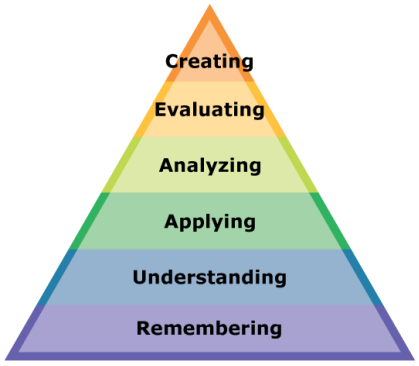
iii. Improved student performance

c. Negative Outcomes

i. Increased workload for students and faculty

ii. Limited access or mastery of technology
iii. Necessity for higher student self-motivation

d. Active learning effectiveness
   i. Promotes activity at higher levels of bloom's taxonomy




Bloom's Taxonomy revised

   ii. Improves student motivation and attitude
   iii. Opportunities to give value feedback

## IV. Planning for the Flipped Classroom

a. Course Objectives
   i. Foundations
      1. Review of writing an objective
      2. Bloom's taxonomy- and relationship to structure of flipped classroom
      3. Use as a guide in all parts of planning

b. Content/Didactic Information (Done at home)
   In what ways can you deliver content to students outside of the classroom? What has worked and not worked for you?

i. Readings, videos, recorded lectures
ii. Setting expectations-Very important
iii. Options for recording lectures, videos, presenting content
    1. Short chunking
    2. Do's and Don'ts for recorded lectures
    3. Explain Everything, Mediasite, Camtasia, iTunesU, Podcasts, V-casts, Animoto
    4. Guided Readings
iv. Ensuring that they do the 'at home'
    1. Strategies for this
    2. Develop these ideas
    3. Setting clear expectations

c. In Class Activity
   What types of activities do you find most meaningful in creating higher level learning in your classroom?

i. What should be an activity
ii. What should not be an activity
iii. This part defines the flipped model
iv. Specifics of activities
v. Role of the faculty
vi. Use of groups- the good and bad

d. Post-Class
    i. This part is often lost
    ii. Reflective, assessment, self-assessment
    iii. Graded vs. non-graded

**V. Implementation**

a. Allow time to develop content delivery methods and in-class active learning experiences
b. Identify aspects of the course that will be flipped
    i. Fully flipped vs. partially flipped
c. Be clear about student expectations from the beginning
d. Set up a system of support and communication

e. Create a clear cut syllabus
    i. Restate expectations and policies for support
    ii. Layout a schedule complete with learning objectives, content locations, activities, and assessments
f. Form a method of course structure evaluation to promote continuous improvement
    i. Used throughout the course and at the conclusion

VI. Examples from Hygiene Curriculum

a. How can you incorporate the flipped classroom model in your dental hygiene classroom?

VII. Common Mistakes in Implementing the Flipped Classroom

VIII. Conclusion

| | **Flipped Classroom Implementation Plan** | | | |
|---|---|---|---|---|
| Objective | Content<br>(Out of Class) | Activity<br>(In Class) | Post Class<br>Evaluation | Assessments |
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## IX. Resources


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