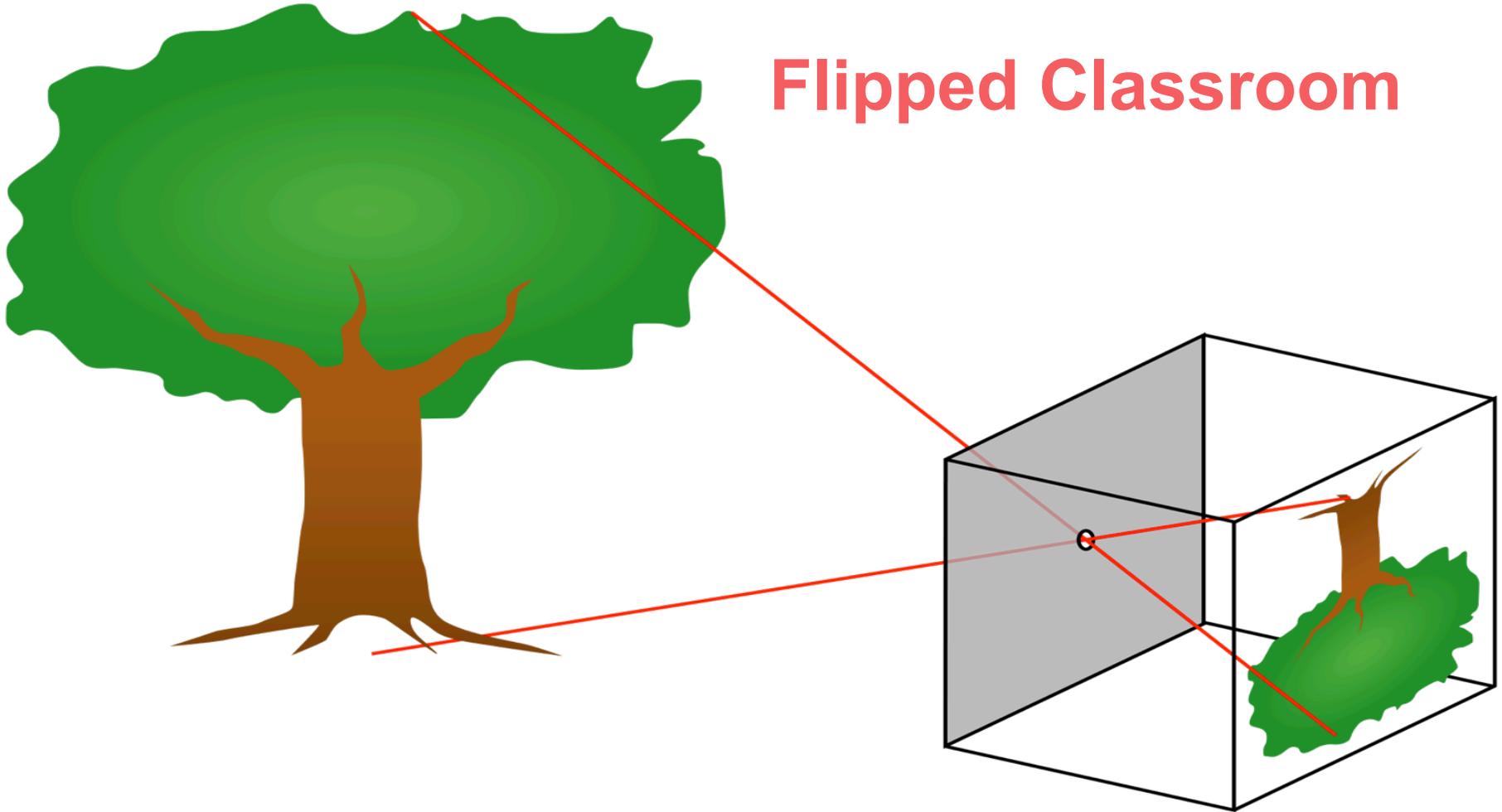


Beyond Discussion Boards:

***Integrating Interactive
Online Delivery Methods***

Dr. Magdalena Denham,
Sam Houston State University
College of Criminal Justice,
September 25th, 2015

Flipped Classroom



Popularization of Flipped Classroom in Higher Ed Institutions

Flipped classroom concepts emerging in:

- engineering/science education (e.g., Dove, 2013; Toto & Nguyen, 2009; Velegol, Zappe, & Mahoney, 2015)
 - health sciences (e.g., McLaughlin, 2014; Pierce & Fox, 2012)
 - criminal justice (e.g., Hunkhouse, 2015; Tucker-Gail, 2015)
 - Flipping the criminal justice system classroom – Kasey Tucker-Gail, U of Toledo
-

Definition

Interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom.

Like first-year experience programs, service learning, study abroad, learning communities and undergraduate research, flipping the classroom “represents an approach to teaching and learning that focuses on student involvement” (McCallum, Schultz, Sellke, & Spartz, 2015, p. 42)

Flipped = Inverted

- Knowledge acquisition occurs prior to class time (readings AND videos)
- Class time is for integration of knowledge through application or analysis (Berrett, 2012).
- Class time is being saved when instead of lecturing material can be applied to “real life” situations (e.g., Stone, 2012)
- Students build rapport with the peers

Media Shift!

Instead of a...

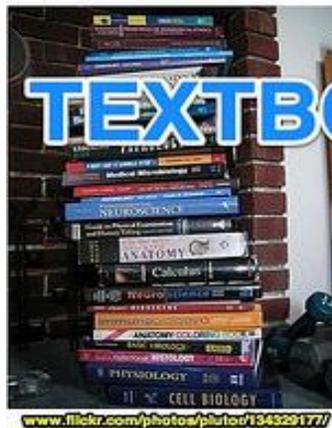
PENCIL



Use a...



VIDEOCAMERA



TEXTBOOK



BLOG

Shift in Perspectives

From Lecturer-Centric to Student-Centric

Flipped VS Traditional

Flipped

Teacher instructs lesson at home
(video / podcast / book/ website)

Students work in class.

- Deeper understanding of concepts, applications, and connections to content are made.
- Students receive support as needed.

Traditional

Teacher instructs

Students take notes

Students follow guided instruction

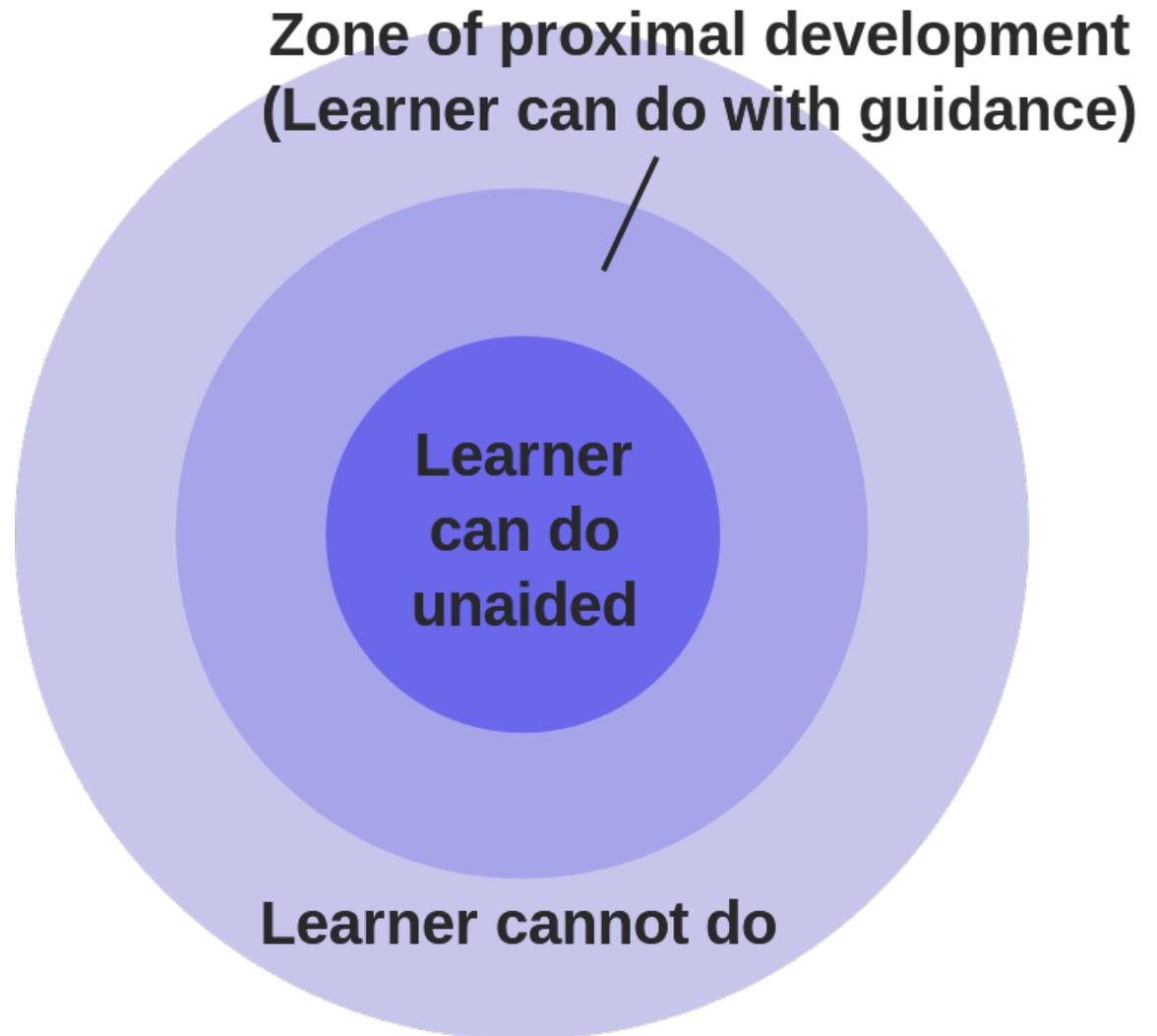
Teacher gives assessment

Students have homework

Theoretical Foundations

Vygotsky - Zone of Proximate Development; Social Interdependence Theories

Dewey - Experiential Learning - reflective thought and action (1938)



Zone of Proximate Development; Social Mediation

“the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more knowledgeable others” (Vygotsky, 1978, p. 86).

“the social context of the zone of proximate development suggests that the zone must be viewed as not solely relative to the child, nor to the teacher, but of the child immersed in a cooperative activity within a specific social environment” (Doolittle, 1995, p. 3).

Flipped Approach and Online Delivery

- Lecture-capture technology (Kaltura, Tegrity, Echo 360, Panopto, Camtasia, Ipad applications Educreations and Doceri)
- In-lecture polling (e.g., Poll Everywhere via student cell phones)
- Reviewing time spent in pre-class lecture functionalities



Create Po

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polls in a text file
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creator
Learn more →

01:10

How to Create Polls

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Responses



Online Instruction

Mixed population of students (traditional and mid-level professionals) - conducive to constructivist pedagogy approach

Shortened semester timeframes - short turnaround for Discussion Boards - requires extensive writing and feedback

Dispersed locations

Robust reading component

Lack of face-to-face contact and socialization - Discussion Boards linear in communication exchanges

Conceptual Foundations: Cooperative Learning

Peer-assisted learning and social interdependence theories support collaborative learning. Collaborative learning - learner-centered

Professor as facilitator vs provider of knowledge

Advantages of Collaborative Learning

- ❖ positive interdependence
 - ❖ face-to-face interaction
 - ❖ individual accountability
 - ❖ small group and interpersonal skills
 - ❖ group self-monitoring (Johnson, Johnson, Holubec, & Roy, 1984)
-

Google Hangout on Air

Easy to integrate with the Millennial generation; provides an opportunity for technology use to those less computer savvy

Allows for focus-group format - 4-8 with 5 optimal (screen size and turn-taking) - smaller than face to face 6-12 (e.g., Morgan, 1998; Krueger, 2000) - mini-focus groups (Krueger, 1994)

Shifts control to students (student-centered)

Provides shared responsibility for readings/preparation

Provides the instructor with flexibility of feedback; videos can be used for research

Does not require extensive feedback in writing; good addition to DBs

Inversion Materials

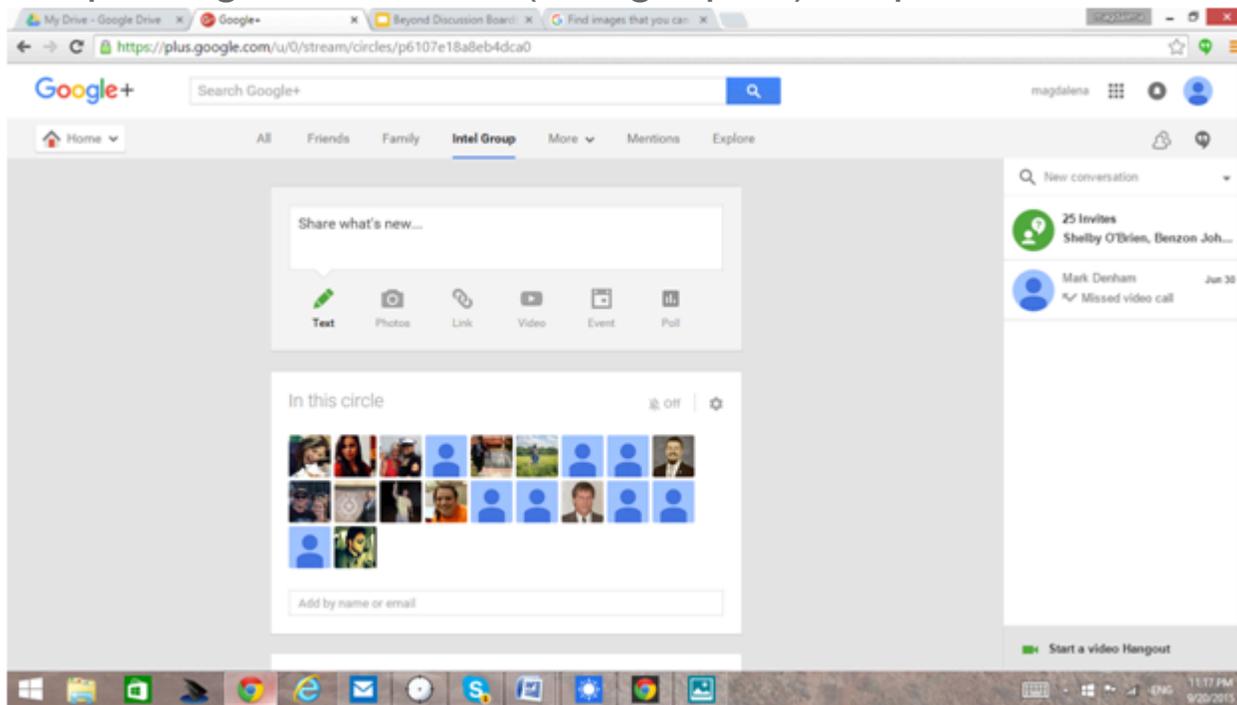
- Videos and Narrated Lectures/Annotated Threat Assessment 2015 - CDHS (e.g., Intel Reform: Challenging the Conventional Wisdom)
- YouTube videos
- Films/Frontline/American Experience
- HRO Films



The screenshot shows a web browser window with the URL <https://www.chds.us/m/media/player?id=3163>. The browser tabs include Yahoo, poll everywhere..., google - AVG..., VIDEO: Intellig..., Center for..., My Drive - Go..., and Beyond Discus... The browser address bar shows 'AVG' and search, safe, and Facebook icons. The website header features the NPS logo and the text: 'THE NAVAL POSTGRADUATE SCHOOL & THE U.S. DEPARTMENT OF HOMELAND SECURITY CENTER FOR HOMELAND DEFENSE AND SECURITY The Nation's Homeland Security Educator'. The navigation menu includes 'HOME', 'ACADEMIC PROGRAMS', 'OPEN LEARNING AND RESEARCH', 'PRESS', and 'LOG'. The main content area displays a video player showing two men in an office setting. The Windows taskbar at the bottom shows various application icons and the system tray with the date and time '9:06 PM 9/21/2015'.

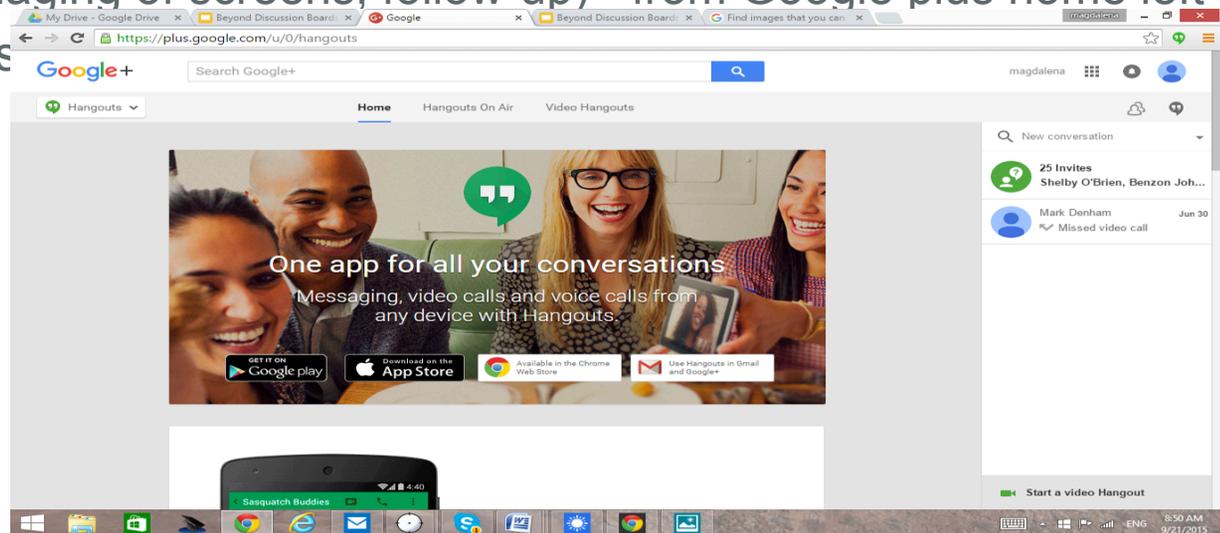
Google Hangout on Air Setup

Requires gmail account (Google plus); requires YouTube registration)

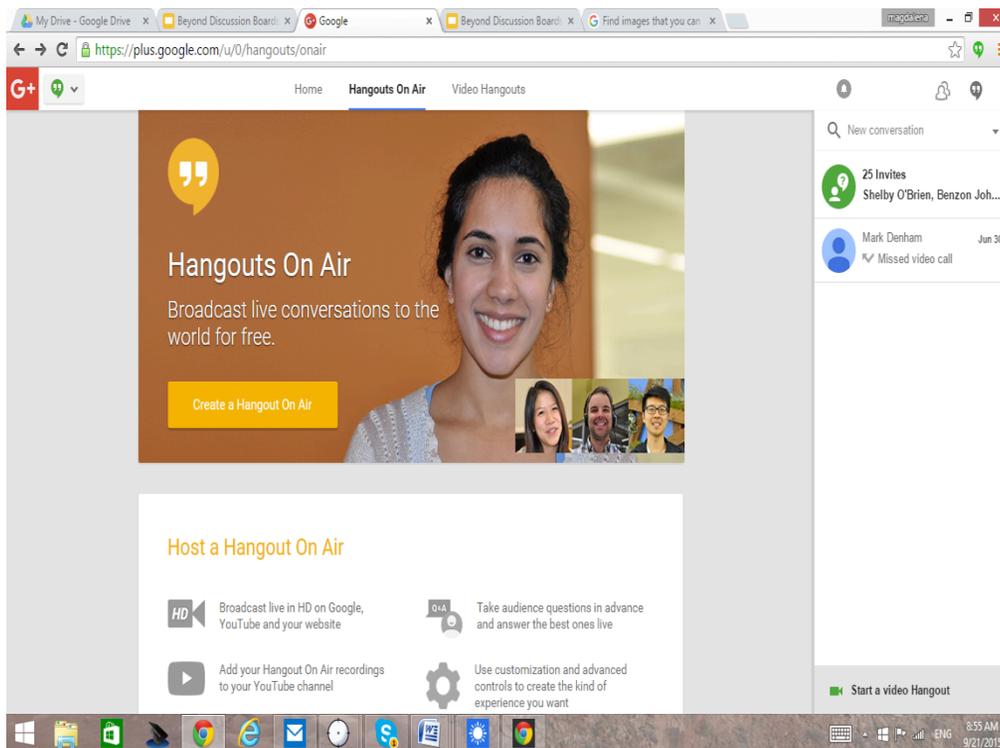


Google Hangouts on Air Setup (Cont.)

Detailed instructions; designation of weekly facilitators (contact with instructor, technical checks, managing of screens, follow-up) - from Google plus home left menu select “hangouts”



Google Hangouts on Air Setup (Cont.)



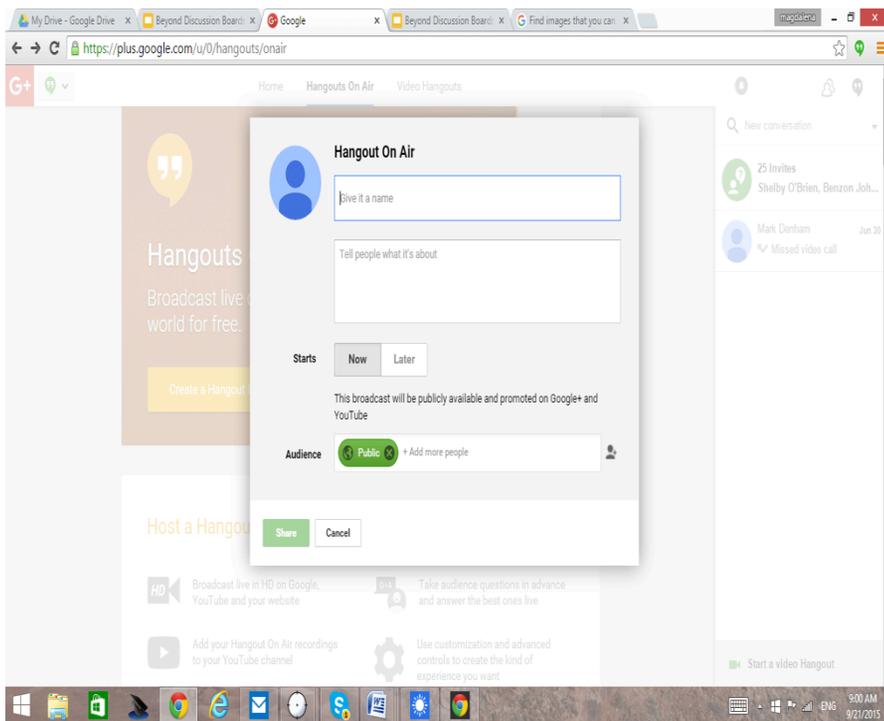
Select Hangouts on Air (this offers the video and YouTube option)

CREATE Hangout on Air (you may want to create a group from the gmail accounts of participants)

You will create the event and invite participants (asynchronous for the instructor)

Students send announcements to one another (facilitator in charge of the setup) and notify the professor

Google Hangouts on Air Setup (Cont.)



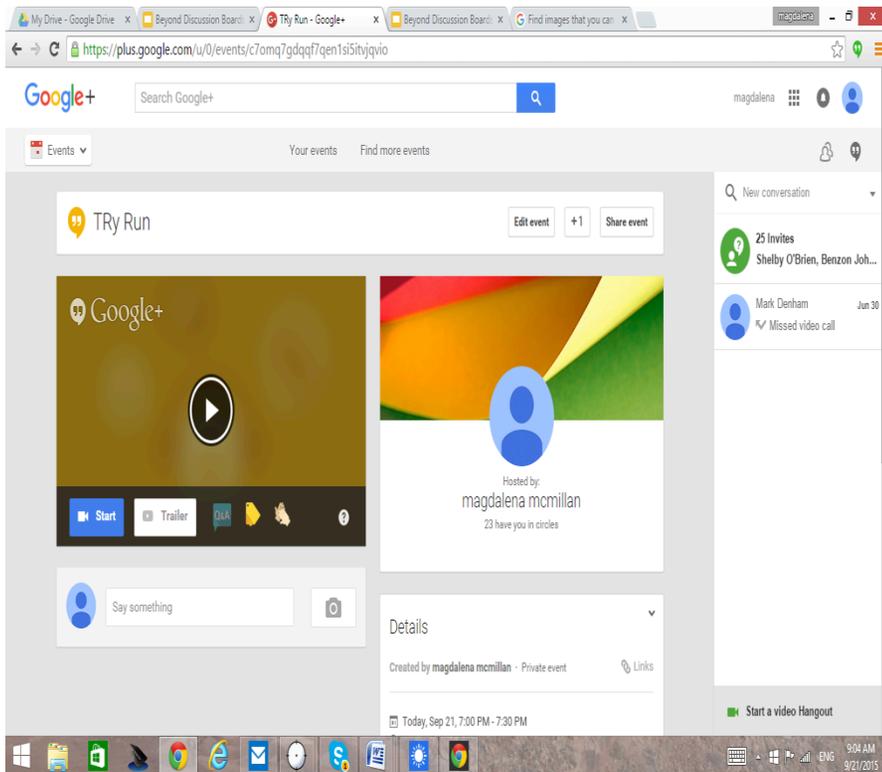
Deselect “Public” - select the group members

Provide comments

Instruct students (facilitator for the session to set the Youtube function and to reach consensus on time for the meeting)

Facilitator to familiarize her/himself on the Command Center and managing of the session

Google Hangouts on Air Execution



Students run a session (20-30 minutes) - if 4-5 members in the group provides for an opportunity to saturate topics

Students invite professor to view Hangout on Air by email/share function

Feedback will be provided asynchronously

Feedback VIEWS by students can be tracked

<https://plus.google.com/u/0/>

The screenshot shows a web browser window with multiple tabs open, including 'My Drive - Google Drive', 'Beyond Discussion Board', 'Google+', and 'Find images that you can'. The active tab is 'https://plus.google.com/u/0/'. The page displays the profile of Joshua Warvel, who shared a video privately on August 2, 2015. The video shows a man in a red shirt speaking during a Hangout. Below the video, it is identified as 'Week 4' and 'Sun, August 2, 8:04 PM', with the title 'Hangouts On Air - Broadcast for free'. There are 'Yes' and 'No' buttons for 'Did you watch?'. The right sidebar shows 'New conversation', '25 Invites' (listing Shelby O'Brien and Benzon Joh...), and a 'Missed video call' from Mark Denham on Jun 30. At the bottom, there is a 'Start a video Hangout' button. The Windows taskbar at the bottom shows various application icons and the system tray with the date and time: 9:13 AM, 9/21/2015.

Hangout IV comments

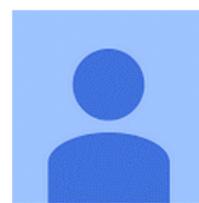
magdalena mcmillan     



Showcase

Add an item from a website...

Show item  Edit



magdalena mcmillan

 YouTube 0

Show item  Edit



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 Follow 23

Advantages

1. Drawing from texts and sources / textbook page references
2. Flashcards, evidence of preparation, evidence of reading
3. Holding others accountable
4. Generation of additional resources/resource sharing
5. Social connectivity and esprit de corps on matters related to social/academic life
6. Appreciating professionals sharing experiences by young students
7. Technical support to adult learners by younger students
8. Extension of collaboration and use of google hangout on air beyond classroom



WINWIN

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