Background of in-class lecture recording

Transition to out of class recording – flipped classroom (10-15) (Michael)

Outside of class technologies
- Desktop recording (Tegrity) – Jason – 15 mins
- Check for understanding quizzes (WebQ) – Michael (pre-built) – 5 mins

Brainstorm about what to do in class - 15 mins
- Michael leads brainstorming, Jason scribes

In-class interaction
- annotation (Jason) – 10 mins
- audience response (Michael) – 15 mins

Q&A / Hands-on practice 15 mins
TECHNOLOGY TO SUPPORT
ACTIVE LEARNING IN AND
OUT OF THE CLASSROOM

Michael Campion, M.Ed.
Jason Reep
Academic and Learning Technologies
Objectives

- Identify reasons why traditional lectures often fall short
- Develop out-of-class content delivery through pre-recorded lecture modules and check-for-knowledge quizzes
- Identify interactive teaching techniques and the technologies that support them
What’s wrong with lecture?

- Availability of information
- In comparison, lecture is
  - Slower
  - Longer than attention span
  - Ephemeral
What’s wrong with lecture?
What’s wrong with lecture?

[Image of book cover titled "How People Learn: Brain, Mind, Experience, and School"

www.nap.edu/catalog/9853.html
Flipped classroom

Traditional:
- After class
- In class

Flipped:
- Before class
- In class
Technology for flipped classroom

Pre-recorded module
- Take-home points
- Situate in larger context
- Common misconceptions

Check for understanding quiz
- Quiz on concepts only
- Self-report of problems

In-class activity
- Digital chalk talk
- Cases (TBL, PBL, etc.)
- Peer instruction