teaching naked

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Flipping 101 workshop

Easy Tech for Better Prep & New Class Activities

A. Technology for Content and First Exposure

1. Finding Tools and Content in Your Discipline

- Lectures & Demos: utubersity, iTunesU, Kahn, YouTube, OpenYale, MITOpen
- Other Content: Google, Wikipedia, universities, governments
- Courses: Udacity, UoPeople, Coursera, EdX, OpenYale, MITOpen
- Learning Modules, Assignments, Tests: Merlot, Google, WileyPLUS

2. Podcasts

- Videos of lectures are a type of podcast
- Real podcasts are better: *teach to the many, not to the middle*.
  - use chapters: organize and give students more control
  - time is no longer an issue
  - use multiple, redundant and alternative examples
  - add something for advanced students (the others can skip
  - recycle
- Start Small
- Share
- Make a Podcast: find out how on teachingnaked.com

3. Games

- New Games
- Free Games: Merlot, SeriousGames, EducationArcade, iTunes (apps) GameScene, TheProblemSite, FreeOnlineGames, GameNode, MiniClip

B. Online Exams to Improve Student Preparation for Class

- Create more class time
- Use your LMS
- Improve your preparation
- JiTT

Better Multiple Choice Exams: Bloom Levels

KNOWLEDGE (recall and recognition)
- Which of the following are important theories of X?
- Identify which of the following are symptoms of X?

COMPREHENSION (understanding examples, meaning, and extrapolating)
- Which of the following is an example of X?
- Which of these are summaries of X?

APPLICATIONS (organize or solve with new situations or terms)
- Which of the following Y might be most useful to X?
- What would be the best way to improve X?

ANALYSIS (breaking apart, compare and contrast, generalizing)
- Which of the following statements from article X are fact/opinion?
- Which of the following facts (all true) are most relevant for the argument X?

SYNTHESIS (combining elements into a new patterns)
- Which of the following statements about X (all true) would be best evidence in SUPPORTING the argument Y?
- Which of the following are restatements of the thesis in article X from a person who disagrees?
- Which of the following develop the thesis of X further?

EVALUATION (presenting and defending judgments)
- Which of the following statements about X (all true) would be best evidence in REFUTING the argument Y? (Same set of answers to chose from.)
- Which of the following represents the strongest argument for why…?
- Which critique of X is most compelling?

Question (Analysis Level)

The following are all true statements about Jimmie Lunceford and Duke Ellington. Which of them are most relevant to why each (or both) are important to the history of jazz? (Check all that apply. Partial credit is available.)

Answer (and percent correct for each answer) Average score = 0.89 out of 2 points.

Y - Lunceford and Ellington both treated jazz as a serious art form. 69.725%

N - Lunceford was famous for his slightly old-fashioned 2-beat swing feel (instead of the increasingly common 4 swing feel). 45.872%

Y - The Lunceford band was extremely well rehearsed and could play together very precisely. 55%

Y - Ellington was interested in the unique and individual timbres (sound and way of playing) of each member of his band and mixed these particular textures rather than just using the entire section as a similar sounding unit. 95.413%

Y - Duke Ellington performed for floor shows for a white audience at the Cotton Club from 1927-1932. 53.211%

C. Massively Better Classrooms

1. Better Discussions

- Clear Learning Outcomes
  - --find the right entry point
  - --enhance intellectual curiosity
  - --confront contradictions
  - --challenge beliefs
  - --deepen investment in the material
  - --reflect on the significance of material
  - --connect information across disciplines
  - --demonstrate the human dimension

- Preparation (student and faculty)
  - --provide in advance:
    - model of good behaviors
    - learning outcomes
    - reading guide and questions
  - --ensure student preparation
  - --prepare a short list of different types of questions

- Clarify good student discussion behaviors
  - --comments that introduce substantive points
  - --comments that deepen the discussion
- Structure (be flexible)
- Grading (be creative)
- Practice (student and faculty)
  - --Discourse on Pizza (online)

2. Other forms of interaction (no-tech)

- Active Learning to Motivate Change
- Role Playing: Reacting to the Past: http://reacting.barnard.edu/
- Collaborative Learning
- Writing and Editing
- Reading
- Problem Solving
- Reflection
- Studios or Labs

Class Bingo

Class is boring	Ringtone	Handouts missing	Flirting couple	Pen Clicking
Uses class time for movies	Professor answers cell phone	Trouble with Powerpoint	Professor apologizes for making her "intro" too long.	Professor wanders off on tangent
Professor forgets the topic	Student falls asleep	**FREE SPACE = Someone on Facebook**	Professor complains there is too much to "cover"	TA does not have a clue
Professor makes obscure reference to his own research	Mystifying reference to pop culture that is 30 years out of date	Incomprehensible question from "I'm the smartest kid in the room"	Professor finally provides information that would have made the reading/assignment useful/interesting.	Professor goes over time and then asks "Are there any questions?"
Obviously not "coffee" in the thermos	Someone eating an entire meal	Allows the same student to walk in late every day	Professor makes excuses for not being prepared	Professor wears socks and flip-flops

Better Class Bingo

		FREE SPACE = Discussion		

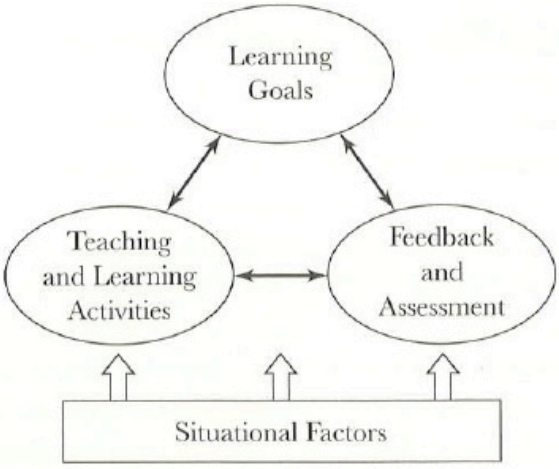
3. Primary Sources Assignments

- Controversy
- Error Regression
- How Does it Work?
- Needle in the Haystack
- The Creative Process

D. Integrated Course Design

- Edit and reduce content: what do you want students to remember in five years?
- Integration is more important than volume of content.
- Course design integrates goals, activities and assessment.

FIGURE 3.1. KEY COMPONENTS OF INTEGRATED COURSE DESIGN.



- Sequence should support learning goals.
- Technology expands the possibilities for what happens where.
- Class time is expensive and precious: put the most difficult learning there
- When and where is the best first contact and can you facilitate the entry point?
- When are opportunities to deepen learning or provide feedback?

Design a Learning Module

Before Class		In-Between		In-Between	
	In Class		In Class		In Class