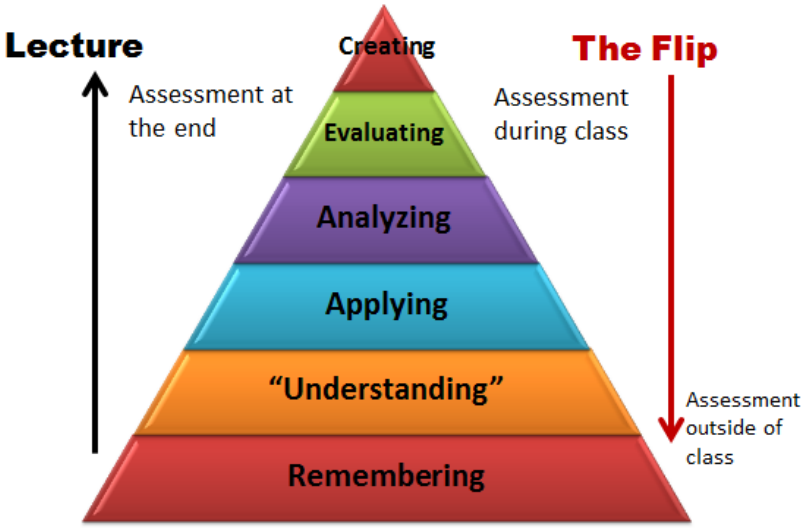
Brainstorming Worksheet

Use this worksheet to brainstorm your learning outcomes (LO) for each level of Bloom's Taxonomy.

Topic: _____ Purpose/Goal of Lesson: _____



TIP! Action verbs to get started:

Creating: combining, rearranging, producing, planning

Evaluating: critiquing, judging, reviewing, testing, defending

Analyzing: comparing, organizing, connecting, examining

Applying: implementing, using, playing, demonstrating

"Understanding": describing, explaining, summarizing, discussing

Remembering: defining, listing, memorizing, recalling, repeating

TIP! **Be *specific*. Is it measurable? Can your students show it to you?**

Students will be able to *[fill in the blanks below…]*

[***Creating*** LO] _____

_____

[***Evaluating*** LO] _____

_____

[***Analyzing*** LO] _____

_____

[***Applying*** LO] _____

_____

[***Understanding*** LO] _____

_____

[***Remembering*** LO] _____

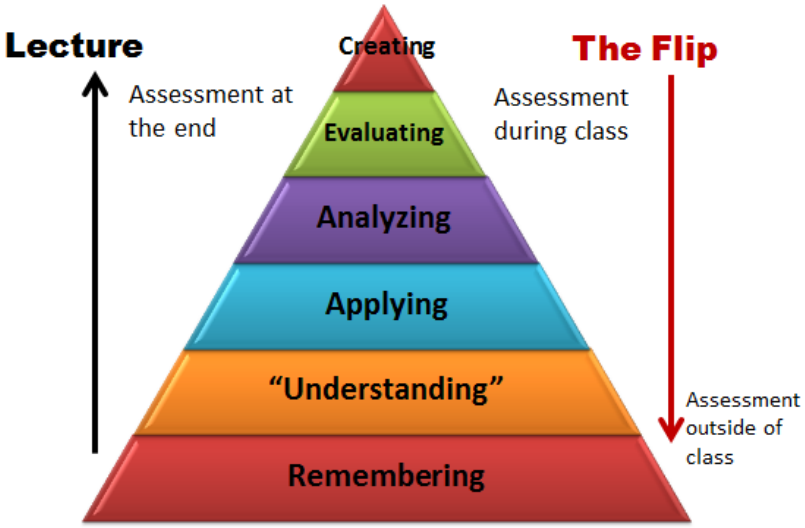
_____

Next, use these learning outcomes to complete the Flipped Lesson Plan worksheet.

Brainstorming Worksheet EXAMPLE

Use this worksheet to brainstorm your learning outcomes (LO) for each level of Bloom's Taxonomy.

Topic: _____ Purpose/Goal of Lesson: _____



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TIP! **Be *specific*. Is it measurable? Can your students show it to you?**

Students will be able to *[fill in the blanks below…]*

[***Creating*** LO] Students will be able to **create** a healthy PB&J sandwich. _____

_____

[***Evaluating*** LO] Students will be able to **rank** the healthiest types of ingredients. _____

_____

[***Analyzing*** LO] Students will be able to **compare** the different types of (1) bread, (2) ___ peanut butter, and (3) jelly. _____

[***Applying*** LO] Students will be able to **use** nutrition labels. _____

_____

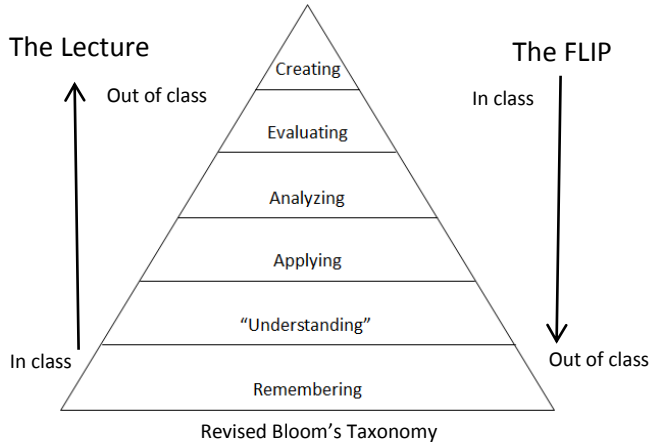
[***Understanding*** LO] Students will be able to **describe** each of the ingredients in a PB&J sandwich. _____

[***Remembering*** LO] Students will be able to **list** the of the ingredients needed to make a PB&J sandwich. _____

Next, use these learning outcomes to complete the Flipped Lesson Plan worksheet.

Flipped Lesson Plan Worksheet

Date for Lesson: _____ Topic of Lesson:_____



Revised Bloom's Taxonomy

Action verbs to get started:

Creating: combining, rearranging, producing, planning

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Analyzing: comparing, organizing, connecting, examining

Applying: implementing, using, playing, demonstrating

"Understanding": describing, explaining, summarizing, discussing

Remembering: defining, listing, memorizing, recalling, repeating

Purpose: What do students need to be able to <u>do</u> at the end of this lesson?

Students will be able to *[begin with action verb]* _____

_____

_____

OUT of CLASS

PRIOR TO CLASS **Learning Outcomes:** [Choose activities that address a **lower** level of Bloom's Taxonomy than you will use in class.]

Students will be able to _____

_____

_____

To achieve the outcome(s), students are [What are students doing to prepare to achieve the purpose of the lesson?]

_____

_____

_____

INTRODUCTION **When students arrive to class, what are they doing? How will class begin?** [What is the Focusing Activity?]

_____

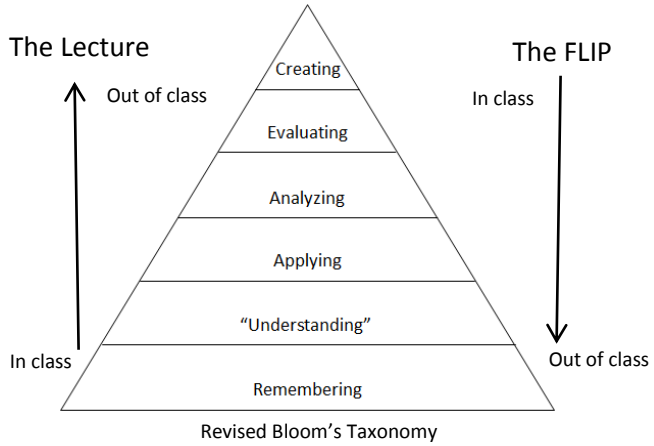
_____

Now go back and refer to the purpose of the lesson. Write the learning outcomes and plan the activities.

Continued on back

Flipped Lesson Plan Worksheet EXAMPLE

Date for Lesson: _____ Topic of Lesson: Creating a healthy PB&J sandwich.



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Action verbs to get started:

Creating: combining, rearranging, producing, planning

Evaluating: critiquing, judging, reviewing, testing, defending

Analyzing: comparing, organizing, connecting, examining

Applying: implementing, using, playing, demonstrating

"Understanding": describing, explaining, summarizing, discussing

Remembering: defining, listing, memorizing, recalling, repeating

Purpose: What do students need to be able to do at the end of this lesson?

Students will be able to *[begin with action verb]* **create** a healthy PB&J sandwich.

OUT of CLASS

PRIOR TO CLASS **Learning Outcomes:** [Choose activities that address a **lower** level of Bloom's Taxonomy than you will use in class.]

Students will be able to (1) **list** and **describe** each of the ingredients needed to make a PB&J sandwich; (2) **list** the parts of a nutrition label.

To achieve the outcome(s), students are [What are students doing to prepare to achieve the purpose of the lesson?]

(1) Students will watch a video of a chef making a PB&J sandwich and post their own descriptions of the ingredients based on the video and their experiences eating PB&J sandwiches; (2) Students will find an example of a nutrition label for one of the ingredients in a PB&J sandwich and post a picture to the discussion board.

INTRODUCTION **When students arrive to class, what are they doing? How will class begin?** [What is the Focusing Activity?]

Students will complete a quiz based on the information presented in the video and their discussion board posts.

Now go back and refer to the purpose of the lesson. Write the learning outcomes and plan the activities.

Continued on back

IN CLASS

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to use nutrition labels to compare the different types of (1) bread, (2) peanut butter, and (3) jelly.

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

working in small groups and comparing the different nutrition labels for each of the ingredients.

IN CLASS

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to rank the healthiest types of ingredients for the (1) bread, (2) peanut butter, and (3) jelly.

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

filling in a worksheet to rank each of the ingredients and providing justification for their rankings.

IN CLASS

Learning Outcome: [Chose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to create a healthy PB&J sandwich.

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

developing a plan to conduct taste tests and creating a rubric to capture the results and feedback.

CLOSING

How will class end? [What are students doing to show you they "get it"?]

Students vote in class on the rankings for each of the ingredients. After class, students go interview 3 people about their preferences for types of bread, peanut butter, and jelly. Their responses will be the focusing activity for the next class.

Remember, the end of this lesson plan is the beginning of the next.

IN CLASS

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to _____

_____

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

_____

_____

IN CLASS

Learning Outcome: [Choose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to _____

_____

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

_____

_____

IN CLASS

Learning Outcome: [Chose activities that address a **higher** level of Bloom's Taxonomy than you used for the out-of-class LO.]

Students will be able to _____

_____

To achieve this outcome, students are [What are the students doing during class to achieve this outcome?]

_____

_____

CLOSING

How will class end? [What are students doing to show you they "get it"?]

_____

_____

Remember, the end of this lesson plan is the beginning of the next.

Focus on your **L**earners by **I**nvolving them in the **P**rocess

FLIP IT CONSULTING

Be Actively Passive

Barbi Honeycutt, Ph.D., Founder, Flip It Consulting

"You want your students to be active; you've got to be a little passive."
--Professor Timothy Bresnahan, Stanford University

This quote was posted in a recent article published in the Tomorrow's Professor listserve. When I read it, I immediately thought about how well it applies to flipped learning environments. Flipped learning environments are dynamic, interactive, and engaging. If you were to observe one, you'd see students actively engaged in solving problems, talking with each other, working through a task, or creating a product. You'd see the instructor walking around the room, mingling with the students, providing assistance, and asking questions. Sure, the instructor might take a moment or two to gather everyone's attention and provide an explanation or reinforce a concept, but then the energy would immediately "flip" back to the students.

At its core, a flipped environment is all about what the students do in the space shared with the instructor. The flip occurs because the focus of that space is on what the students are doing, not on what the instructor is doing. If we relate this idea to the quote above, you could say the instructor is being more passive while the students are being more active. Although, I'd like to add that the instructor is being what I'd call "actively passive" because it takes a great deal of energy, attention and awareness to step to the side and support students' learning in this type of environment.

Learning to be an "actively passive" instructor means building a different set of skills to ensure the flipped learning environment is successful. It's not about delivering the most organized, most well-prepared, most structured lecture. It's not about knowing all of the answers or never making mistakes. As you try flipping your lesson, here are 3 recommendations to consider so you can create a successful experience for both you and for your students:

1. **Embrace messy.** A flipped classroom is "messy" which means students are often working through problems or confronting situations where there might not be a clear answer or a perfect approach. If you need structure and control, and if you need to know exactly what to expect at every moment in your lesson plan, then this will probably be the most difficult challenge for you to tackle.

   On the flip side (pun intended!), this might also be the most challenging task for your students to tackle as well. Some students do not appreciate the "gray" area in the learning process. They get frustrated easily. They want to know the answers. They want to memorize the definition. They want to know if the choice is true or false, A or B, correct or incorrect. This is certainly a teachable moment and one that you can model for your students. You have to push yourself to let go and explore the unknown. Note that this does not mean you let go of control of the classroom. You still plan and organize, but you allow time and provide structure for students to practice, make mistakes, try again, and make connections about the course material.

   To practice embracing the mess, try starting your class with a provocative quote, fact, or statistic. Then allow time for students to quickly write down their thoughts, discuss them with a neighbor and explore other perspectives as a whole class. Try not to judge, critique or edit their responses. You don't know what they will say or which way the conversation will go, so try to listen, record a few notes, and hold

your comments until the end of the discussion. (Notice that you're practicing being "actively passive" with this exercise!). As you become more comfortable with the students leading the discussion, you can add more of these types of activities into your class. Start small and practice with a "low stakes" activity. Have patience with yourself and with your students as you learn become more comfortable with the unknown.

2. Ask *effective* questions. A flipped class is active. Students are always engaged in a task or working on a problem, and your role is to support that learning process. When you're serving as the "guide on the side" then it's essential for you to learn to ask questions that generate a response. Many instructors ask "dead end" questions, meaning the questions have a "yes or no" response which doesn't stimulate critical thinking or analysis. You also want to avoid asking, "Are there any questions?" because most of the time, this creates the awkward silence where you and your students are looking around, feeling anxious, and wondering when this is going to be over.

To practice asking effective questions, you can begin by designing small tasks and pre-planning questions related to the task. As you plan your lesson, look for moments where you can ask students questions rather than telling them all of the answers. But, these questions should be worded carefully. Use a tool such as Bloom's Taxonomy to carefully organize and scaffold tasks and questions. Start with a lower level task such as, "In small groups, list and describe the main characters in the story." Then ask a question about the task such as, "Joe, which of the characters resonates with you and why?" This strategy engages your students and gives them time to prepare to answer the question properly. Notice how your role during class is to provide structure for the task and to ask the questions, but not to provide the answers. Notice again how you are being "actively passive" with your approach to engaging your students in the flipped classroom.

3. Be quiet. Students in a flipped class should be thinking, analyzing and creating. As they work, your role is to let the learning happen. This means being there for your students, providing resources, and organizing the structure, but it also means stepping back and letting students work through the learning process without too much input from you. For many instructors, silence in the classroom is awkward and they want to fill up the time by talking more, lecturing more, or sharing more examples. But sometimes students need quiet time to think, to process or to review what they've just learned.

To practice becoming comfortable with silence in your classroom, try giving students time to reflect and write about something they recently learned or read. At the end of class, post a question or prompt and ask students to write for five minutes, for example. You can also practice quiet time by asking a question and waiting for at least 30 seconds (time yourself) before you say anything. This will give students time to formulate their thoughts so they can answer your questions intelligently in front of their peers. It's awkward at first, but part of a successfully flipped learning environment is learning how to give the students the space, time, and resources they need. And they often need more quiet time to think carefully and sort out their ideas before presenting them to you or others.

Final Thoughts:

Learning to be "actively passive" is probably one of the most challenging aspects of flipping any learning environment. Instructors are used to having all of the attention on them as they stand at the front of the room and lecture to the audience. It's challenging to re-frame this role, and it can be a little scary to let go of what is known and comfortable. But when you do, a whole new world opens up to both you and your students.

Resource:

Tomorrow's Professor listserve available online: http://cgi.stanford.edu/~dept-ctl/cgi-bin/tomprof/postings.php

Dr. Barbi Honeycutt is the Founder of Flip It Consulting in Raleigh, NC. She facilitates workshops, designs resources, and develops professional development programs to teach educators, trainers and instructors how to create effective participant-centered learning environments using the FLIP. The FLIP means to "Focus on your Learners by Involving them in the Process." Dr. Honeycutt is also a scholar and educator at NC State University where she serves as the Director of Graduate Professional Development and Teaching Programs and as an Adjunct Assistant Professor in the Department of Leadership, Policy and Adult and Higher Education in the College of Education.

Focus on your Learners by Involving them in the Process

FLIP IT CONSULTING

NOTE: This article was published on the Fractus Learning web site on July 1, 2013. The article, reader comments, author's comments can be accessed online here: http://www.fractuslearning.com/2013/07/01/student-resistance-flipped-classroom/

5 Ways to Address Student Resistance in the Flipped Classroom

Barbi Honeycutt, Ph.D., Founder, Flip It Consulting

"Students forced to take major responsibility for their own learning go through some or all of the steps psychologists associate with trauma and grief: Shock, Denial, Strong emotion, Resistance and withdrawal, Struggle and exploration, Return of confidence, and Integration and success" (Felder & Brent, 1996, p. 43.)

Active learning environments cause disruption. They cause disruption because they go against the status quo. They break away from the 'norms' you typically see in a classroom. In these environments, you're not going to see a classroom where students are listening to the teacher's voice as he or she presents information from the textbook. Instead, you'll see students engaged in a task and solving a problem. They are often working groups. The room is noisy since the students are discussing, solving, and testing ideas. The teacher's voice is one of many.

The flipped classroom is one type of active learning environment. It's dynamic, it's engaging, and it's "messy" since students are actively engaging in higher level thinking skills *during* class time. It requires us to change the way we think about teaching and learning.

It's also hard.

It's hard because flipped classrooms require a new set of skills for both the instructor and the students. Just as we (the instructors) are learning how to create these flipped learning experiences for our students, our students are also learning how to thrive in these new learning environments. And this is why we might see more student resistance in active learning environments. Just as Felder and Brent explain in the opening quote, it's almost like our students are moving through the stages from shock and withdrawal to confidence and success.

To create a successfully flipped classroom environment, we have to change the way we design our lessons and lectures and we have to help our students overcome their resistance to this new model. As we all know, change is not easy. To change, we have to recognize that it takes more than one flipped experience to be successful. For example, if we want to change our body by losing weight, then we have to work out every single day. Or, if we want to learn to play the piano, we have to practice moving our fingers along the keys every single day. It takes practice.

Similarly, if we want to change our students' mindset about any active learning strategy, and if we want to build their capacity to succeed in the flipped environment, then they have to practice every single day they step into your class. Julie Dirksen, author of *Design for How People Learn*, explains, "Change is a process, not an event. You absolutely cannot expect someone to change based on a single explanation of the new practice. They need time and repetition to ease back on the old habit, and start cultivating new ones."

All that being said, here are five strategies to address student resistance in the flipped classroom:

1. Introduce active learning on the first day of class. Try flipping your syllabus by embedding big questions and prompting discussion about the course, not just the policies and procedures. Be clear about the expectations, the goals, and the purpose of your approach, and be sure to follow through.

2. Show the evidence. Show your students what the research says and/or what other students have said about your course. You might think of a creative way to build this into an assignment or research project. Although, depending on our students, it might not be a good idea to announce that "This is a flipped classroom!" In this case, it's just the way your class is taught.

3. Start small. Try a flippable moment. Starting small gives you a chance to practice your facilitation skills while your student practice their problem-solving skills. It gives both of you a chance to learn before jumping in and becoming overwhelmed.

4. Keep the learning outcomes achievable in the beginning of the course. Refer back to the opening quote for this blog post and think about how you can help student move through their fear or resistance. Build students' confidence early and keep up the momentum. They may come into the class with preconceived ideas about what group work, collaboration, discussions, etc. look like. They may have had negative experiences with these types of structures. Help them create healthy collaborative learning experiences. By keeping the learning outcomes achievable early on, they can build trust with their peers and move towards higher levels of critical thinking and creativity.

5. Assess often. Try to build in both low and high stakes assessment strategies to give your students more opportunities to practice and stay on track. Be supportive, especially during those times when you sense more resistance, so you can help students navigate successfully through the course.

Remember, your students are learning how to learn in this new environment *and* they are also learning the content. You, as the instructor, are learning how to teach in this new environment *and* learning how to re-think how to deliver the content in ways that are active and engaging. There's a lot happening in this space! So, when you see students pushing back or challenging the process, think about these stages of grief and see if there are places where you can ease the transition and ensure the change results in a positive experience for you and for your students.

Resources:

Dirksen, J. (2012). *Design for How People Learn*. J. Dirksen. USA.

Felder, R. & Brent, R. (1996). Navigating the bumpy road to student-centered instruction. *College Teaching, 44(2),* p. 43-47, Taylor and Francis Group.

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	 Free Space!	