A CLASS ON ITS HEAD: REFLECTIONS ON FLIPPING ART HISTORY

Kelly Donahue-Wallace, Ph.D.
Professor
University of North Texas
kwallace@unt.edu
THE LECTURE
THE FLIPPED CLASSROOM
SCHEDULE

• Flipped classroom defined
• Rationale/evidence
• Flipping process
• Examples from my current course
• Challenges
• Resources
FLIPPED CLASSROOM

- Out-of-Class and In-Class Time
- Before, During, After
BEFORE: CONTENT DELIVERY

- **Videos**
  - Short or “chunked”
  - Instructor-created
  - Curated from other sources

- **Reading**
  - Textbook
  - Curated readings
BEFORE: FORMATIVE ASSESSMENT

- **Online Quiz on Content**
- **Recall and Higher Order Thinking Questions to Assess Comprehension**
- **Example: “Which answer best summarizes what your textbook means by...”**

- **Voice Thread**
- **Interactive Timeline**
- **Discussion Board**
- **Wiki Contribution**
DURING: APPLICATION

• **Not “Homework”**
• **Taking advantage of unique, in-class characteristics:**
  • **Many people**
  • **In the same room**
  • **Having read/viewed same content**
DURING: APPLICATION

- Active engagement with the topic
- Building skills in the discipline
- Interacting/Collaborating
- Assessed (either formative or summative)
- Feedback
AFTER: SUMMATIVE ASSESSMENT(S)

- **Goal**: Summative assessment tests content learned and skills developed
- **Timing**: Immediately after, at end of unit, or at end of course
AFTER: SUMMATIVE ASSESSMENT(S)

- Revision of Formative Assessment
- Problem Based Learning Group Project
- Traditional Paper
- Exam
FLIPPING PROCESS

- **Determine Learning Objectives**
- **Develop Content**
- **Develop Formative Assessments**
- **Develop In-Class Activities**
- **Develop Summative Assessments**
IS IT WORTH IT? DO THEY LEARN?

• **Metastudy Results**
  • 7 studies at 8 Higher Ed Institutions
  • All but one showed slight to significant improvement in learning and performance
  • Last showed no change

MY FLIPPED CLASS

- **Latin American Colonial Art**
  - Advanced undergraduate course
  - 38 students
  - Meets Wednesday 5:30-8:30pm
BEFORE: CONTENT DELIVERY AND FORMATIVE ASSESSMENT

- **Course Textbook**
- **Online Chapter Quiz**
- **Timeline Entry**
  - **Form, Content, or Function in Context**
DURING: APPLICATION EXERCISES

- Increasing difficulty through unit
- Repeated in next 4-week unit
DURING: APPLICATION EXERCISES

• In groups of varying size (2-5)
  • Group formation sometimes part of exercise
  • Groups then interact with each other

• Frequently requiring movement
  • Across room
  • Classroom management and community building
DURING: APPLICATION EXERCISES

• Accommodating different learning styles and strengths
DURING: APPLICATION EXERCISES

- Public presentation of results:
  - Discussion board
  - Oral presentation
  - Class wiki
- Public discussion and feedback
DURING: APPLICATION EXERCISES

- Concept Mapping
  - Online tool: HTTPS://BUBBL.US/MINDMAP
**DURING: APPLICATION EXERCISES**

- **Speed Dating**
  - **2-way**
    - Interact on content issue for 3 minutes, then move on to new “date.”
      - Explain aspect of the content to your “date” then listen to his/her explanation.
  - **Find Match**
    - Term/Concept → Definition/Explanation
DURING: APPLICATION EXERCISES

• SPEED DATING
  • 3-WAY
    • FIND YOUR MATES
    • TERM/CONCEPT → DEFINITION/EXPLANATION → EXAMPLE FROM SELECTION OF Unknowns
    • ONLY WORKS IF EVERY GROUP GETS IT RIGHT

negotiation

the strategy by which native peoples survived and preserved what they could of their culture in the colonial context
DURING: APPLICATION EXERCISES

• $20,000 Pyramid
  • Response to Formative Assessment
  • 12 Groups of 3
  • Each group gets 6 concepts to explain
    • Time to develop explanations (points awarded for good explanation)
  • Teams compete
    • Identify concept based on explanation
    • 15 seconds to answer
    • Other teams can steal after that
DURING: APPLICATION EXERCISES

- **Debate**
  - “Accepting the Spanish goal of religious conversion, argue for or against destroying native “idols” to facilitate conversion.
  - Use the two documents and the relevant passages from the textbook (including Sidebar 4) to support your argument.
DURING: APPLICATION EXERCISES

- “I’VE GOT A PROBLEM”
- PROBLEM-BASED LEARNING
  - ILL-DEFINED PROBLEM
  - STUDENT GROUPS SOLVE BASED ON SOLUTIONS TO SIMILAR PROBLEMS IN ART HISTORY
DURING: APPLICATION EXERCISES

• “I’VE GOT A PROBLEM”
  • I NEED TO BUILD A SPANISH COLONIAL CITY IN THE AMERICAS.
    • IT NEEDS TO SHELTER THE VICEROY AND THE COLONISTS.
    • IT NEEDS TO DEAL WITH THE PRECOLUMBIAN PAST AND LIVING NATIVE PEOPLE.
    • IT NEEDS TO EMBODY POWER.
    • IT NEEDS TO SATISFY THE KING.
  • SOLUTIONS SUBMITTED AS POWERPOINT ON DISCUSSION BOARD
  • REVIEWED AND DISCUSSED AT THE CLOSE OF THE SESSION
DURING: APPLICATION EXERCISES

- **Analytic Team Virtual Tours**
- **Group Member Roles:**
  - **Form**
  - **Content**
  - **Function in Context**
- **Share results with another group assigned same site**
- **Improve based on that**
- **Share with class and Discuss**
DURING: WRAP-UP

- **Summary mini-lecture with lots of questions to students**
  - Students provide much of the information
- **Using unknowns to place information back in linear format**
- Adjusted on-the-fly for issues from in-class exercises
AFTER: SUMMATIVE ASSESSMENTS

• IMMEDIATELY:
  • END OF 4-WEEK UNIT: RE-ASSESS WITH QUESTIONS FROM WEEKLY READING QUIZZES

• END OF TERM:
  • OBJECT ANALYSIS PAPER
  • COMPREHENSIVE FINAL EXAM
CHALLENGES

• Classrooms
• Technology
• Some students with Learning Disabilities struggle (as they do in lecture courses)
• Grading time
• Course prep time
RESOURCES

• **Flipped Class Overview: Community college art history experiment by Michelle Pacansky-Brock** [https://www.youtube.com/watch?v=MsYHUDxbExI](https://www.youtube.com/watch?v=MsYHUDxbExI)

• **Quick Start Guide for Flipped Classroom, University of Texas Learning Sciences** [https://learningsciences.utexas.edu/sites/default/files/utflipquickstartguide112114.pdf](https://learningsciences.utexas.edu/sites/default/files/utflipquickstartguide112114.pdf)

• **Three Myths of Flipped Learning** by Catherine Newton [http://www.fractuslearning.com/2014/07/01/myths-flipped-learning/](http://www.fractuslearning.com/2014/07/01/myths-flipped-learning/)

• **Student Engagement Techniques: A Handbook for College Faculty** by Elizabeth Barkley. Available on amazon.com