

Creating Podcasts: The Flipped Classroom

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“The Flipped Classroom – if lectures become podcasts, then what you do in class?”



Learning Objectives for Today

1. Create interactive class sessions (associated with a podcast)
2. Describe how the flipped classroom is used in other medical schools
3. Complete a worksheet helps the faculty member coordinates own podcast with in-class activities.
4. Familiarize themselves with equipment which connects with the medical school with UCIMC
5. Use our audience response systems to monitor student participation during session

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

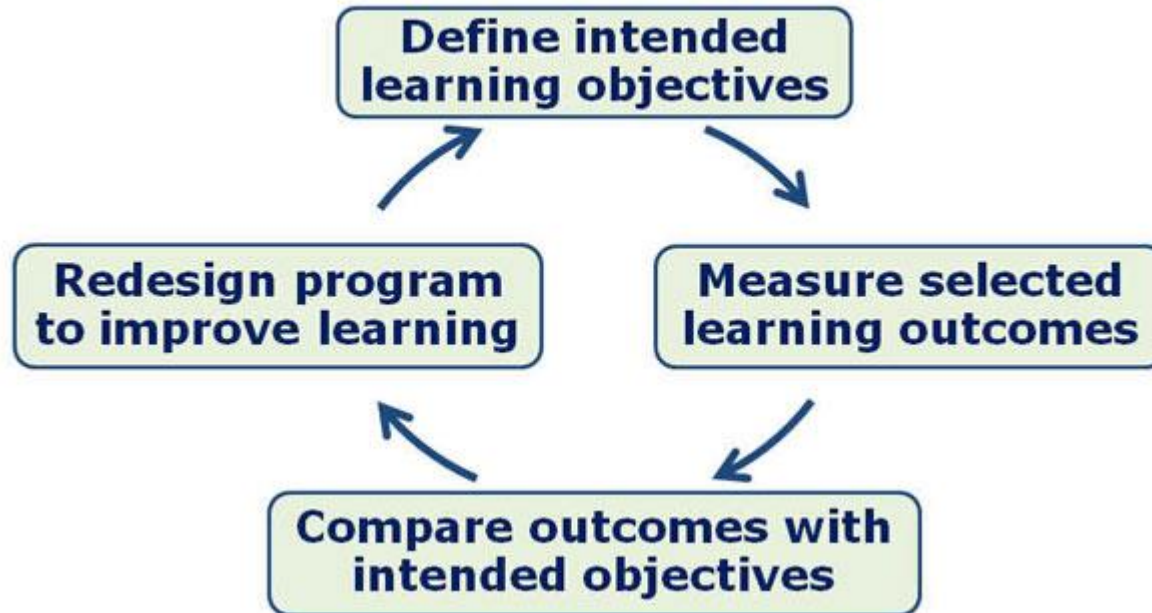
Students follow guided instruction

Teacher gives assessment

Students have homework

Flipped Lessons Should Address Specific Learning Objectives

Assessment Learning Cycle



Standard Course Planning

Choose textbook
↓
Write syllabus
↓
Write/Revise lectures
↓
Prepare PowerPoints
↓
Write exams/problem sets

Instructor centered

vs. Backward Design

Formulate broad learning goals
↓
Set specific learning objectives
↓
Design assessments
(formative & summative)
↓
Develop learning activities
(lectures, homework, etc.)

Student centered

Wiggins, G. and McTighe, J., (2000), Understanding by Design: Englewood Cliffs, NJ: Prentice Hall

Rob Lue, NE SI, 2011



Flipping the Classroom: Three Basic Components of each Module

1. Record– Video record short modules using screencast software (5–15 minutes).
2. Online Guidance– Provide modules online, require students to watch, give instruction on effective viewing and provide supplements to guide learning.
3. Spend following class time talking about the video and/or continuing with more complex tasks.

Component #1 –Recording

1. Video record module using screencast software.

Insert videos

Include animations

Tablet to annotate

Example: [2 minute recording via Recorder](#)

2. Self-created or other videos

Video labs, results, etc.

Video whiteboard

Examples: 3 Fuse recordings

[http://replay.uci.edu/media/public/spring2013/Whiteboard_2 - Flash %28Large%29 - 20130404 10.04.09AM.html](http://replay.uci.edu/media/public/spring2013/Whiteboard_2_-_Flash_%28Large%29_-_20130404_10.04.09AM.html)

[http://replay.uci.edu/media/public/spring2013/Micro Lab Results - Flash %28Large%29 - 20130403 01.00.13PM.html](http://replay.uci.edu/media/public/spring2013/Micro_Lab_Results_-_Flash_%28Large%29_-_20130403_01.00.13PM.html)

[http://replay.uci.edu/media/public/spring2013/Preparing for the Neuroscience lab - Flash %28Large%29 -
20130403 01.03.18PM.html](http://replay.uci.edu/media/public/spring2013/Preparing_for_the_Neuroscience_lab_-_Flash_%28Large%29_-_20130403_01.03.18PM.html)



Component #2 –Guidance

1. Guide students to associated core notes.
2. Have students complete handout, supplemental materials– serves as ticket to class.
3. Create quiz for each module.
 - A. [EEE Quiz](#)
 - B. [EEE Survey](#)

Component #3 – In the Classroom

Spend following class time reviewing questions about the video and continuing with more complex tasks and/or enriching sessions.

1. Continue with more complex material
2. Tutorials with clinical emphasis
 Invite clinical faculty/in person or virtual
3. Small Group work
4. Work through cases/NBME-type questions
5. Patient Presentations

“Flipped” Courses @ UC Irvine Teaching, Learning & Technology Center

[Fall 2012 Bio 93 Section F](#)

Prof. Adrienne Williams

[Summer Session 2012 Chemistry 51A](#)

Prof. Renee Link

[Fall 2012 PHYSICS 12: SCI FICT & SCI FACT](#)

Prof. Mike Dennin

Isn't this more work?

Creating podcasts...

- UCI Replay (Camtasia Replay) is straightforward

More grading...

- Use more sophisticated gradebook (EEE)

Students need to engage in class!

- Use LiveClassTech
- Use EEE tools (quiz, survey)

More emails...

- Use a class messageboard
- Answer with a podcast

Resources for Flipped Classroom

Online Resources

[The Flipped Classroom Infographic](#) by Knewton

[Trends of 2012: Flipped Classroom](#) by Audrey Watters, Hack Education

[AirTalk: Flipped Learning Network](#) by Aaron Sams

[American RadioWorks: Rethinking the Way College Students Learn](#) by Emily Hanford

[7 Things You Should Know About Microlectures](#) by Educause

[7 Things You Should Know About Screencasting](#) by Educause

[Screencasting to Engage Learning](#) by Michael F. Ruffini for Educause

[7 Things You Should Know About Digital Storytelling](#) by Educause

Courtesy of Teaching, Learning & Technology Center–UC Irvine

Questions?

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