



UAHS Interprofessional Teaching Clinic (SS 2017)

The Flipped Classroom & Active Learning

This Teaching Clinic aims at building capacity within the colleges of the UA Health Sciences for the sake of future internal and interprofessional faculty development. Up to 5 faculty members of each UAHS college are invited to enroll. Seats will be allocated on a first come first serve basis. Participants who engage with at least 80% of the Teaching Clinic will receive a certificate of completion.

To enroll in the Teaching Clinic, please RSVP here: <http://oia.arizona.edu/content/216>

Description:

The Teaching Clinic will focus on the strategy of the flipped classroom to promote active learning. The teaching strategy of the flipped classroom comes from a constructivist approach to learning theory and is based on the assumption that people have to actively construct knowledge to learn. In a flipped classroom model, the instructor provides most direct instruction online and dedicates the group space of the in-person meeting time to active and collaborative learning tasks that allow the students to engage with and practice the subject matter with immediate access to peer and instructor feedback.

Participants of the Teaching Clinic will explore resources about different aspects of facilitating a flipped classroom, engage in seminar-style discussion, practice mutual teaching observations, and showcase examples of their own teaching techniques for group discussion.

Learning Outcomes:

Upon completion of this Teaching Clinic, participants will be able to:

1. Communicate the nature and practical organization of the flipped classroom teaching strategy.
2. Apply the principles of backward design to create flipped classroom lessons.
3. Identify and integrate active and collaborative learning activities in their lesson planning.
4. Explore strategies and IT tools to develop online materials.
5. Design assessment criteria and tools for their teaching practice.
6. Engage in professional, collegiate teaching observations and feedback.

Facilitator:

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Format:

Participants will attend 6 flipped classroom rounds, one every two weeks. Each round consists of preparatory online materials in a D2L site and an in-person meeting of 1.5hrs. Participants are expected to spend 1hr of preparatory time and attend the 1.5hr meeting for each round. Once, each participant will briefly present on a learning activity or IT tool that they use in their own (flipped) teaching practice. Throughout the duration of the Teaching Clinic, participants will conduct at least 2 peer teaching observations of no more than 1hr observation time. We will prepare and debrief these observations during the in-person meetings.

Itinerary:

In-person meetings take place every other week on **Thursdays, 4:30-6pm**, either in the College of Medicine (COM) or the College of Nursing (NURS).

Round 1 (Feb 2nd; COM 3230): What is the Flipped Classroom?

- Welcome & introduction
- Background & basic definitions
- Gathering of teaching context info across colleges/participants
- Setup of observations

Round 2 (Feb 16th; NURS 470): How do I Design a Lesson for Active Learning?

- Introduction to backward design and alignment
- Development of measurable learning objectives
- Observations debriefing

Round 3 (Mar 2nd; COM 3230): How do I Select Active Learning Tasks for the In-Person Session?

- Objectives and nature of formative practice and assessment
- Active and collaborative student engagement techniques
- Observations debriefing

Round 4 (Mar 16th; NURS 470): How do I Create Accessible and Interactive Online Materials?

- IT tools
- Principles of Inclusive Design
- Online learning and instructor presence (immediacy)
- Observations debriefing

Round 5 (Mar 30th; NURS 470): How do I Ensure Student Preparedness and Participation?

- Chunking, pacing, and scaffolding
- Self-assessment, quizzing, and other retrieval practices
- Last observations debriefing

Round 6 (Apr 13; COM 3230): How do I Assess and Improve My Course & Lesson Design?

- Informal student feedback
- Evaluation (summative assessment)
- Syllabus Rubric; Quality Matters
- Debriefing for Teaching Clinic; plans for further engagement in the colleges

This itinerary can be adjusted based on the needs and goals of the participants.

