



Flipped FLC

A. Capaldi &  
M. A.  
Desjarlais

What is an  
FLC?

Goals of our  
FLC

What We've  
Done

Feedback from  
Participants

# Faculty Learning Community on Flipped Classrooms at Valparaiso University

Alex Capaldi\* and Melissa A. Desjarlais

Mathematics and Computer Science Department  
Valparaiso University

MAA Session on Flipped Classrooms III  
Joint Mathematics Meeting  
January 18, 2014



# Outline

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- 1 What is an FLC?
- 2 Goals of our FLC
- 3 What We've Done
- 4 Feedback from Participants



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- Structured: To seriously pursue the topic, members agree on some structure; the form is up to the group.
- Multidisciplinary: You get the benefits of co-learning with colleagues from other fields
- Yearlong: A set time limit keeps the group focused, defines the limits of the issue to be studied
- Of size 8-12: Experience has shown that too small a group has no staying power, and too large a group doesn't allow for a real community spirit.



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- Meeting tri-weekly: The group decides how often to meet, but this is a good average to shoot for
- Building community: A key goal of an FLC is to create a positive community of co-learners to help combat the isolation of classroom teaching
- Development of SoTL: Often, but not always, FLC members choose to take on a classroom research project as the culmination of their work together.
- Can be cohort-based or topic-based.



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# Goals of FLC at VU

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- Share ideas with other faculty
- Provide a support group/mentoring for faculty interested in Flipped Classrooms
- Create a start-up guide to flipped classrooms
- Write a technical paper (internal to VU)



## Fall 2013 Activities

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- First two meetings - Each person shared experience level, how they flipped, tech used, etc.
- Next three meetings - Readings (from SoTL articles to NY Times articles) and discussions
- Last fall meeting - Guest speaker to describe experimental design in the classrooms



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## Insights participants have had

- Ways to try new things: increase participation, include videos, points for reading assignments
- They are not alone in trying to do less lecture
- Will have fewer course objectives: more depth, less breadth
- Individual teaching and course content could influence how well a flipped classroom works—may not be for everyone
- Happy that new style is encouraging us to revise/revamp our approaches



# Feedback–Strengths

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## Some strengths mentioned by participants

- Meeting with others for discussion
  - Support group (with beer!)
  - Learning tips
  - Hearing what others are doing—including range of experiences, technology, methods, results, etc.
- Readings & resources that were collected—source of new ideas
- Non-threatening way to get feedback



# Feedback—Areas for Improvement

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## Things participants would like to still do

- Participate in a flipped classroom: do an activity that someone has used
- More guest speakers

## Things to improve

- Different (quieter) meeting location
- More reading or incentive to read



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*Thank you!*

*Emails : alex.capaldi@valpo.edu  
melissa.desjarlais@valpo.edu*