The Challenge

• Need for a framework that integrated lecturing and hands-on learning into 50-minutes per week class time.

The Approach

Flipped Classroom Model

• Students viewed short video lectures at home. (before class session)
• Quizzes followed the videos (on Canvas).
• Students read articles and other materials at home.
• Students completed reading quizzes in class.
• In-class time: quarter-long photo voice project.
• Results of the photo voice were posted in a class-generated DU Portfolio at the end of the quarter.
How It Went

PROS

• With OTL support, the video lectures were surprisingly easy to create and upload.
• Students reported liking the online lectures, as they were brief but comprehensive and accessible.
• Students said the videos were “interesting and informative.”
• They also were excited to work collaboratively on the photo voice project.

CONS

• Recording the lectures is very time-consuming.
• The workload (~ 3 hours per week) exceeded students’ expectations for a 1 credit course.
• Students expressed the video quizzes were time-consuming.
• Students suggested the reading quizzes be replaced with discussions about the readings.
• Disconnect between out-of-the-classroom and in-class experience.

Advice for Others

• Set clear expectations regarding coursework at the start of the course.
• Minimize the amount of video-related quizzes (e.g., instead of multiple lose questions, one longer quiz).
• Be very explicit about the link between online material and the course project.