Maximizing the Blended Learning Curriculum by Using the “Flipped Classroom” Approach in the Workplace

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ABSTRACT

Throughout the country, classes are flipping! As the blended learning curriculum has emerged as sound pedagogy, the flipped classroom should be a comprehensive learning model exemplifying the goals of instructional content.

Instructors who desire to develop an engaging learning opportunity through an innovative lens of creativity will enjoy strategies helping students to place content into context.

This presentation will show the impact of the blended learning curriculum using the flipped classroom approach in the classroom and subsequently in the classroom on the success of deaf and hard-of-hearing students in general business courses.

It will demonstrate how to flip your classroom and not leave the curriculum upside down.
# MEET NTID

<table>
<thead>
<tr>
<th>National Technical Institute for the Deaf</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,547 Students</td>
<td>52% - Male</td>
</tr>
<tr>
<td>30 Accredited Programs</td>
<td>48% - Female</td>
</tr>
<tr>
<td></td>
<td>29.3% - Minority</td>
</tr>
<tr>
<td></td>
<td>2.7% - International</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUSINESS STUDIES DEPARTMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>Associate Degrees</strong></td>
</tr>
<tr>
<td>Accounting Technology</td>
</tr>
<tr>
<td>Administrative Support Technology</td>
</tr>
<tr>
<td>Business Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENERAL BUSINESS COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to Business</td>
</tr>
<tr>
<td>Fundamentals of Management</td>
</tr>
<tr>
<td>Fundamentals of Marketing</td>
</tr>
<tr>
<td>All the instructors use American Sign Language to teach the courses.</td>
</tr>
</tbody>
</table>

All the instructors use American Sign Language to teach the courses.
TEACHING TRENDS PREPARE FOR THE WORKPLACE

DIVERSE LEARNING STYLES  NET GENERATION
PHILOSOPHICAL RATIONALE

BLENDED LEARNING CURRICULUM

A pedagogically-sound, comprehensive instructional model that combines face-to-face classroom instruction with online activities.

Replaces a portion of the traditional dialogue (lecture) used for learning to an online activity (homework or activities). Learning activities that would take place during class time are moved online.

According to its proponents, the strategy creates a more integrated approach for both instructors and learners.

FLIPPED CLASSROOM APPROACH

A comprehensive instructional model that combines face-to-face classroom activities with online instruction.

Flips the traditional dialogue (lecture) used for learning to online instruction and moves the activities (homework and activities that indicate acquisition) to the classroom.

According to its proponents, the strategy creates a more integrated, interactive approach for both instructors and learners.
Blending the Functions
Analytical vs Creative

Left Brain Functions
- specializes in linguistic functions
- uses analytic processes
- uses rational, fact-based decision making
- perceives order and patterns
- comprehends concepts
- is strategic and practical

Right Brain Functions
- specializes in nonlinguistic functions
- uses complex visual and spatial processes
- uses feeling and imagination
- prefers symbols and images
- appreciates concepts
- is impetuous and risk-taking
BLENDED LEARNING CURRICULUM

...a course curriculum is one
• that integrates asynchronous with synchronous activities
• that replaces a portion of synchronous with asynchronous
WHAT IS FLIPPED?

Around the world, teachers have flipped the traditional classroom.
EXPECTED OUTCOMES

- Critical thinking
- Independent learning
- Transition of skills learn
## Survey Results for Flipped Classroom

**Fundamentals of Management and Fundamentals of Marketing**

<table>
<thead>
<tr>
<th>Check Box</th>
<th>Male</th>
<th>Female</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like doing homework in class.</td>
<td></td>
<td></td>
<td>50</td>
<td>36</td>
<td>9</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I like my teacher being in the class to answer my homework questions.</td>
<td></td>
<td></td>
<td>59</td>
<td>41</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My homework grades have improved using the flipped classroom approach.</td>
<td></td>
<td></td>
<td>59</td>
<td>36</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I am more comfortable doing my homework in the classroom.</td>
<td></td>
<td></td>
<td>55</td>
<td>35</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Classes are more flexible and relaxed.</td>
<td></td>
<td></td>
<td>64</td>
<td>31</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I believe I am learning more about the course by doing homework in class.</td>
<td></td>
<td></td>
<td>50</td>
<td>27</td>
<td>18</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I like asking my classmates questions about the homework.</td>
<td></td>
<td></td>
<td>50</td>
<td>31</td>
<td>14</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>I like looking at the power point presentation online.</td>
<td></td>
<td></td>
<td>45</td>
<td>45</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Flipped classroom makes doing homework easier.</td>
<td></td>
<td></td>
<td>36</td>
<td>59</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I like being responsible for my learning.</td>
<td></td>
<td></td>
<td>68</td>
<td>22</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Classes are more interesting using the flipped classroom.</td>
<td></td>
<td></td>
<td>41</td>
<td>45</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall, I am satisfied with the flipped classroom.</td>
<td></td>
<td></td>
<td>41</td>
<td>45</td>
<td>14</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
## Survey Results for Blended Learning
**Fundamentals of Management and Fundamentals of Marketing**

<table>
<thead>
<tr>
<th>N o = 22 Check Box</th>
<th>Male</th>
<th>Female</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like 60/40 approach to learning.</td>
<td>55</td>
<td></td>
<td>36</td>
<td>36</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I like being responsible for my learning</td>
<td>55</td>
<td></td>
<td>35</td>
<td>35</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>I enjoy being creative with presentations.</td>
<td>45</td>
<td></td>
<td>45</td>
<td>45</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classes are more interesting.</td>
<td>55</td>
<td></td>
<td>40</td>
<td>40</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My interest in the course is greater with blended learning.</td>
<td>55</td>
<td></td>
<td>45</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Overall, I am satisfied with the use of the blended learning approach.</td>
<td>45</td>
<td></td>
<td>50</td>
<td>50</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
LIKES
• Finishing my homework early
• Listening to music
• Getting together in group projects
• Discussing and solving problems together
• Takes stress off
• Not overwhelmed

DISLIKES
• There is no reason for me to dislike the FC.
• I do dislike doing my homework in classroom.
• I didn’t like FC because we waited until the half of the Quarter to flip
METHODOLOGY
Flipped Classroom

Out-of-Class Assignment
• Mycourses
• View video or powerpoint

In-the-Class Assignment
• Guidance from professor
• Homework
• Collaboration with peers
E-LEARNING
Maximizing Blended Learning by Using the Flipped Classroom in the Workplace.

Blended Learning
- Integrate online instruction with traditional face-to-face
- Class activities in a planned, pedagogically-sound manner.
- Replace a portion (60/40 percent) of face-to-face time with online activity

Flipped Classroom
- Allows teacher to be guide
- Students take responsibility for their learning
- Collaboration between peers
- Students asserted in areas of leadership, mentoring, and supporting
- Homework grades improved

E-Learning in Workplace
- Students love flexibility
- Professional development
- Currency
- Seamless connection
E-LEARNING SUPPORTS THE WORKPLACE

Outcomes

• Improved and consistent rates of lifelong learning
• Improved productivity
• Improved innovation and competitiveness
CONCLUSION

The workplace of tomorrow is the classroom of today. Students bring to the workplace learning activities that embrace change and do not challenge the inevitable. “E-learning has the potential to transform how and when employees learn. E-learning in the workplace delivers content into context immediately through technology.

To be successful in the 21\textsuperscript{st} century, maximizing the blended learning curriculum by using the flipped classroom approach must target e-learning in the workplace for the future.
REFERENCES


Questions