

STUDENT-GENERATED FLIPPED CLASSROOM LECTURES

Dana Brooks

Michael (Mike) Kane

Baguma Rushemeza

NTID Scholarship Symposium

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AGENDA

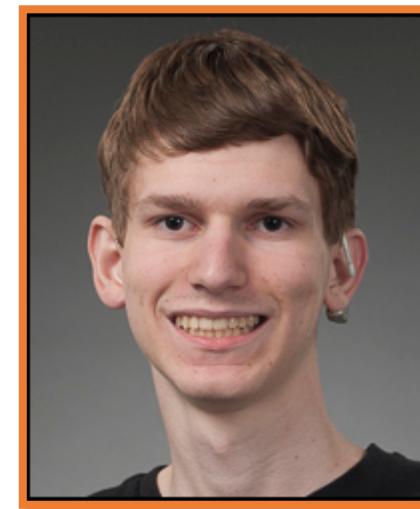
Playlist – 10 Videos

Rubric

Student Survey Results

Q&A

NTID ONLINE LEARNING INITIATIVES



COURSE

Fundamentals of Spreadsheet Applications (NAST-160)
(formerly Spreadsheet Applications for Business)

Microsoft Excel 2016 Software Topics

**Flipped / Blended Course with Teacher-Generated Videos
since 2014 – 2015 Academic Year**

SO FAR . . .

Generated by	Videos
Teacher	48
Students	38

FALL SEMESTER 2018

10 SELECTED VIDEOS

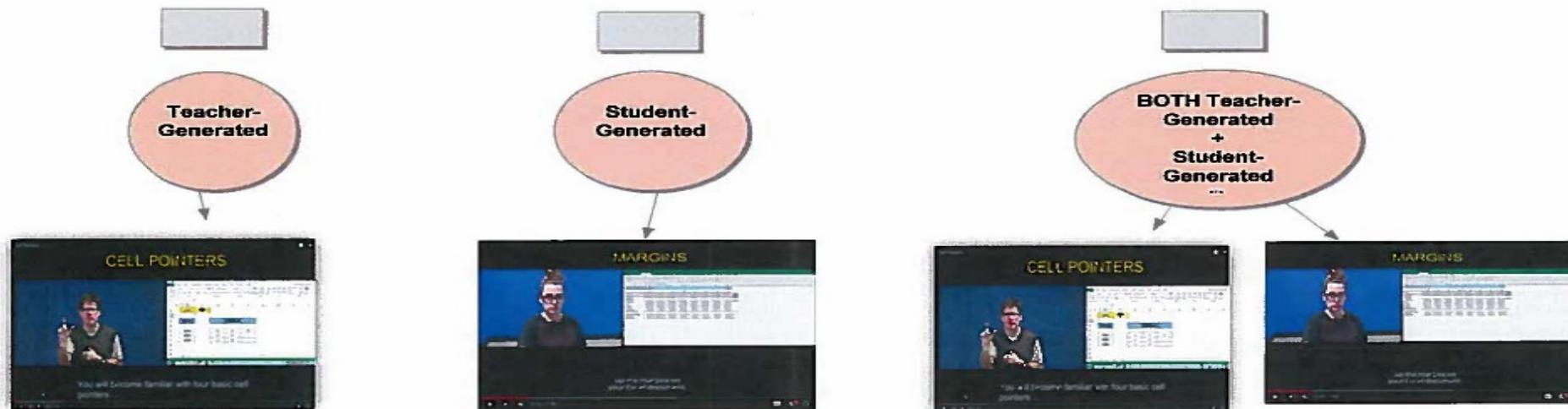
https://youtu.be/xEYNDrFAY1A?list=PLQWr29p-kLtkzb7u-Mzx-qKk_TMPrEjGV

RUBRIC

Tasks for Student	Points
Sign media release	2
Attend Camtasia software orientation at NLC Studio	3
Decide on specific Excel topic for your video	3
Discuss curriculum ideas related with teacher	3
Write down notes for your lecture	3
Create curriculum content in an Excel worksheet	3
Conduct "practice" session in classroom with teacher	2
Conduct first "practice" session in studio	2
Conduct second "practice" session in studio	2
Record "flipped classroom lecture" session	2
Approve final version	2
Create 5-question quiz for your video	3
Total Points	30

SURVEY 1

FLIPPED CLASSROOM LECTURES SPREADSHEET APPLICATIONS FOR BUSINESS



WHY?

SURVEY RESULTS - FALL SEMESTER 2018

Videos	Total	%
Teacher-Generated	6	40%
Student-Generated	1	7%
Both Teacher- and Student-Generated	8	53%
Total	15	100%

SURVEY 2

1. For your semester project for this course, you created a flipped classroom lecture. How would you describe your experience with this video? Choose one response below:
 - Yes – creating a video was a positive learning activity for me.
 - No – creating a video was not a positive learning activity for me.
 - Neutral – creating a video was not a positive nor a negative learning activity for me.
2. Also, you have watched videos created by your classmates? Was that a positive learning experience for you? Choose one response below.
 - Yes, watching my classmates' videos was a positive learning activity for me.
 - No, watching my classmates' videos was not a positive learning activity for me.
 - Neutral, watching my classmates' videos was not a positive nor a negative learning for me.
3. Should the teacher continue this student-generated video project for Fundamentals of Spreadsheet Applications classes in the future? Select one response below.
 - Yes.
 - No.
 - Not sure/maybe.

SURVEY RESULTS - FALL SEMESTER 2018

Experience with creating your own video		
A positive learning activity	14	93%
Not a positive learning activity	0	0%
Neutral - not a positive nor a negative learning activity	1	7%
Total	15	100%
 Watching your videos created by your classmates		
A positive learning activity	14	93%
Not a positive learning activity	0	0%
Neutral - not a positive nor a negative learning activity	1	7%
Total	15	100%
 Teacher continue this technology project for future Spreadsheets classes?		
Yes	14	93%
No	0	0%
Not sure/maybe	1	7%
Total	15	100%

SURVEY 3

FUNDAMENTALS OF SPREADSHEET APPLICATIONS (NAST-160) – FLIPPED CLASSROOM LECTURES

YOU AND YOUR CLASSMATES WORKED HARD ON CREATING YOUR VIDEOS. NOW I NEED TO KNOW WHAT YOU THINK ABOUT THEM!

1. WATCH ALL 17 VIDEOS
2. DECIDE WHICH VIDEO YOU LIKED THE BEST – PICK **TOP THREE** VIDEOS. PLEASE DO NOT PICK YOUR OWN VIDEO.
3. EXPLAIN IN WRITING WHAT YOU LIKED ABOUT EACH OF THE TOP-THREE SELECTED VIDEOS.

_____ **Average Function** **Why?** _____

_____ **Borders** **Why?** _____

_____ **Clearing** **Why?** _____

Etc...

SURVEY RESULTS - FALL SEMESTER 2018

Top-Ranked Video	Received Votes	Total Votes	%
Explanation	9	45	20%
<i>Because his sign language is pretty awesome</i>			
<i>I liked how he explained very clearly</i>			
<i>Explained very clearly</i>			
<i>ASL sign is very clearly and understood</i>			
<i>Clear explanation</i>			
<i>Explained so clear and I like how he showed where to find it</i>			
<i>Because he explain clearly for defined</i>			
<i>More information on that topic</i>			
<i>More useful - save me time</i>			



THANK YOU!

