

## Teaching in a Digital Age Webinar Series

The third webinar in this series was held on Monday, November 23, 2015, on the topic of Making the Choice – How to Choose between Online, Blended or Campus-Based Delivery for Effective Learning with Contact North | Contact Nord Research Associate Dr. Tony Bates.

There was one question Dr. Bates was unable to respond to due to time considerations. All other questions posed during the webinar were responded to by Dr. Bates and are included within the recording of the webinar. Click [here](#) to access the recording.

We are pleased to share the one question and Dr. Bates' response below.

***Q. My students are badly prepared in flipped classrooms. Do you have any tips to reduce such a problem?***

A. This problem can arise if the transition to a flipped classroom is too abrupt, or if the expectations for what students are meant to do when or after watching the video are not spelled out or are not clear. Solutions will depend on the size of the class. In a very large class, students can easily 'hide', but here are some suggestions:

- Start slowly. The first video might be 10 minutes long and ends with a specific piece of work for the students: 'When you have watched this video, read pp. 25-30 of the textbook and come to class ready to answer this question: .....'. When they come to class go round as many students as possible and ask them to give their answer in front of all the other students. You might want to take ten or so answers, then throw it open for five minutes discussion. Then do another 10 students and so on. This establishes to all the students that they need to do the work before coming in to class or they will be severely embarrassed in front of all the others if they haven't. Gradually increase the length of the videos and the amount of work they need to do after watching.
- Move away from a straight lecture or combine a lecture with giving them tasks to do before coming to class. How you do this will depend on the subject or topic, but in science for instance you might show an experiment on video then ask them to work out what happened so they can explain it when they come to class.

The trick is to ensure that after each video, there is something specific students have to do, and then they must bring that to class, and then you must make sure it is discussed in class time.

You can then have a regular structure to the class time that goes like this:

- Students present on what they did after watching the previous week's video and discuss; you wrap up the discussion.
- Introduce a new topic, set work to do after the video.
- Students go and work on the video and come back next week to present their findings.

Hope that helps!

Click [here](#) to read Teaching in a Digital.