A Flippin' Great Idea, Mac! Using iPads to Facilitate a Flipped Core Curriculum

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Challenges to the Institution

Declining Enrollment: USG projects enrollment at SGSC to be stagnant over the next 10 years, with just a fraction over 1% growth; Spring 2013 saw 19-26% W/F rates in all classes offered

Rising Expectations: CCG requires 250K additional graduates by 2020 while switching from enrollment-based to performance-based funding

Technological advances: Incoming freshmen are accustomed to instant information and use technology on a daily basis

Classroom realities: Many students don't buy textbooks due to costs, diminishing their potential for success. Current pedagogy encourages passive learning as opposed to active learning.

We are still in the process of gathering and analyzing student data relative to completion in the 3 courses currently being piloted.

Key Findings

Students want more technologically-enhanced classes: Of the 76 students enrolled in the pilot courses, when surveyed, 49 (64.47%) said they enrolled to save money on textbooks and 22 (28.94%) said they enrolled to be able to use technology in the classroom; when asked if they would take another course using technology in the way it's being used in the pilot courses, 62 (81.58%) responded affirmatively, 4 (5.26%) responded negatively, and 10 (13.16%) were currently undecided. As of mid-term, none of the students enrolled in the 3 pilot classes had withdrawn.

Faculty are supportive of innovation: Of the 16 faculty participating in the training, when surveyed, 11 (68.75%) said they were comfortable or very familiar with the technology after the training; 14 of the 15 (93.33%) who employed flipping techniques in their classes found it to be effective; and all 16 participants (100%!) said they would consider adopting free texts (OER) for their classes. A significant change in the faculty's attitude towards the use of technology in the classroom was noted.

Project Synopsis

Grant funds were used to equip 2 course development labs and provide iPad minis for 16 faculty participants to use during training; after completion of training, the iPad minis comprise a mobile lab for classroom use.

Project leaders wrote an iBooks textbook and built a 10-month iTunes U Faculty Development course to train participants in the use of tablet technology, "flipping" techniques, and open educational resources (OER) in the classroom.

3 faculty are currently piloting the use of OER and flipping in Intro Biology, Freshman English, and College Algebra classes on the Waycross Campus.
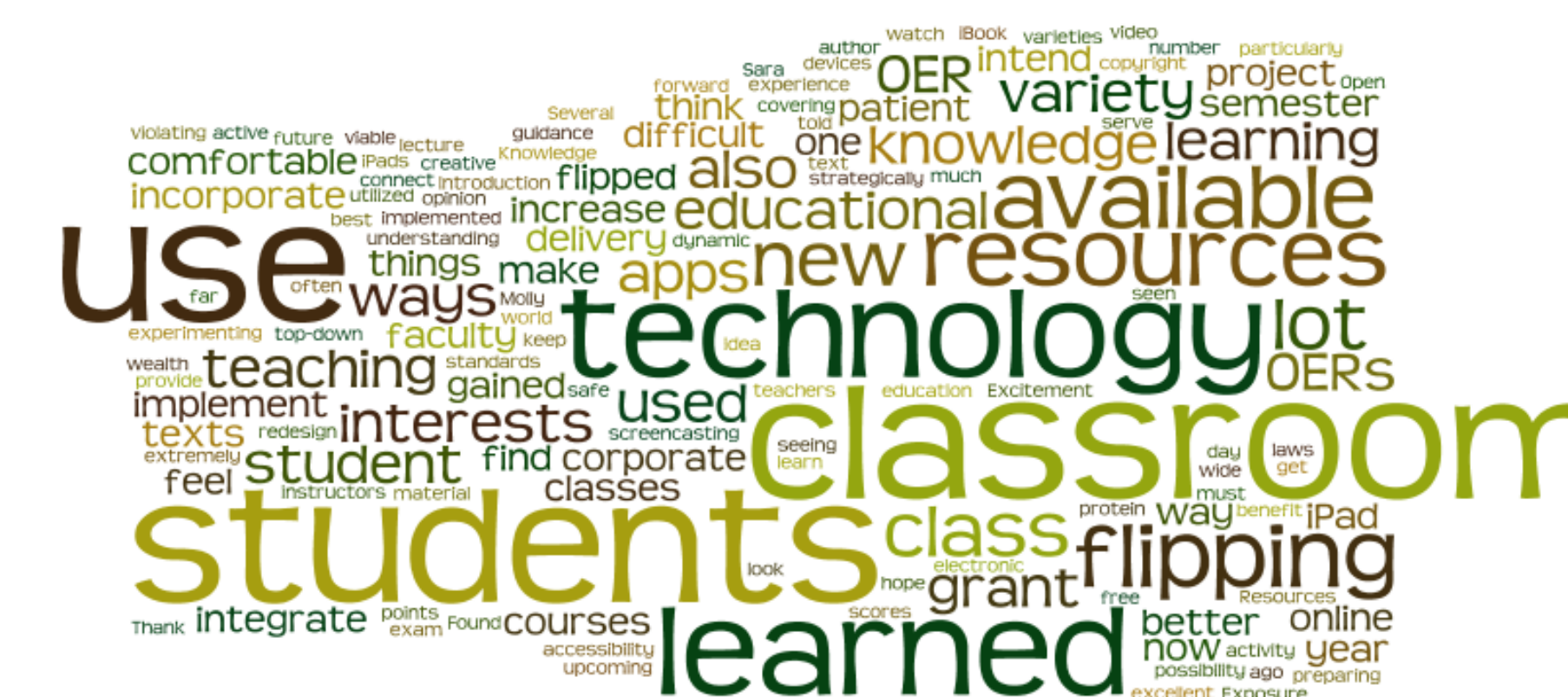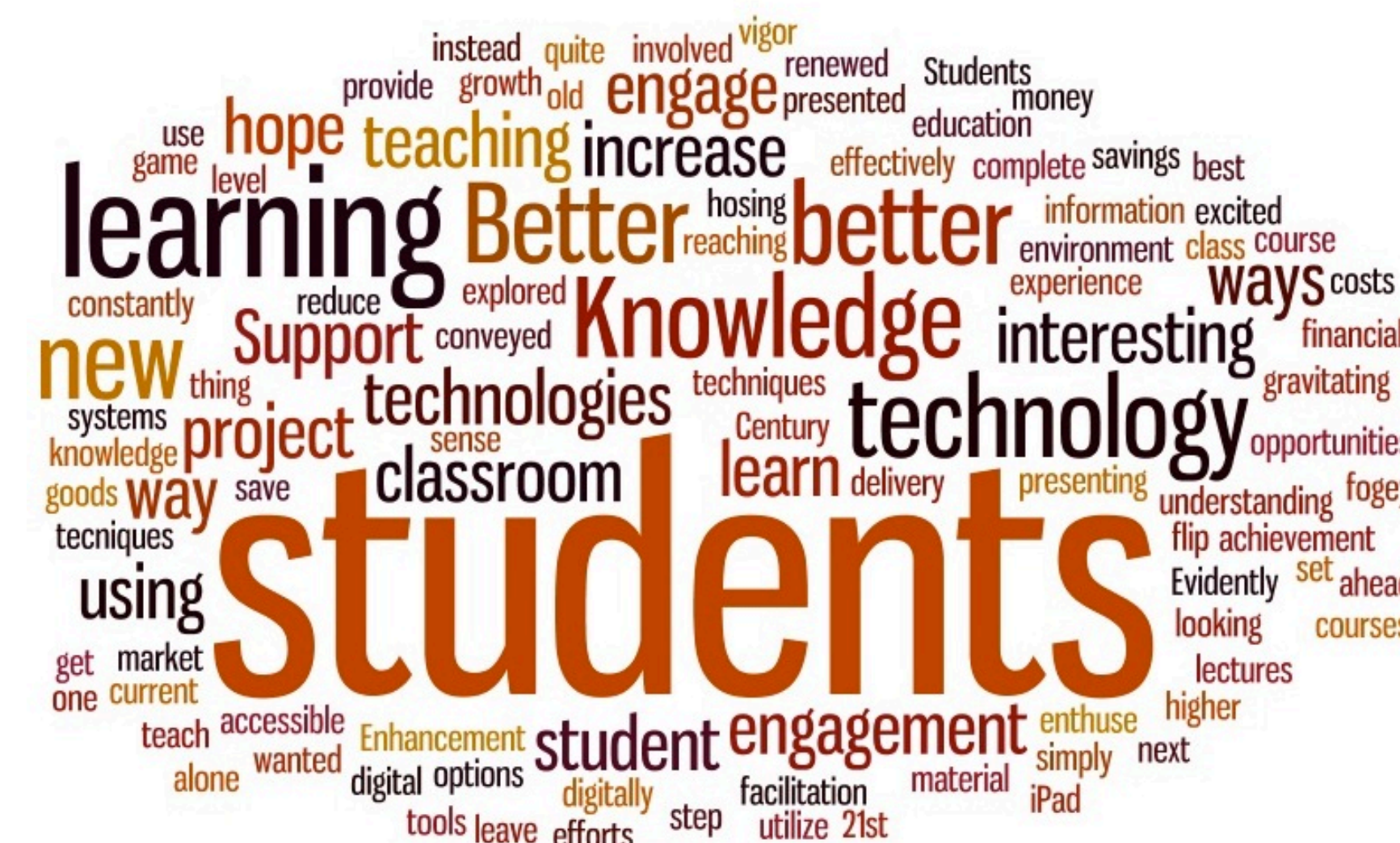
Conclusions

← Prior to the beginning of their training, faculty were asked what they hoped to gain from the project. Their responses were used to produce the word cloud on the far left, which shows that "students" were at the heart of the project.

← At the completion of their training, faculty were asked to reflect on what they actually did gain from participating in the project. Their responses were used to produce the word cloud on the near left, which shows that "students" and the "use" of "technology" in the "classroom" were most dominant.

The 76 students currently enrolled in the 3 pilot courses saved approximately **$12,850** in textbook costs.