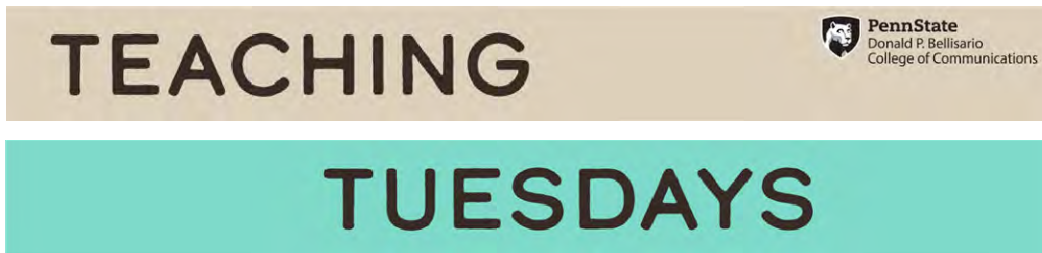


Bortree, Denise Sevick

From: Mailing list for information relevant to Bellisario College of Communications faculty. <L-COMM-FACULTY@lists.psu.edu> on behalf of Bortree, Denise Sevick <dsb177@PSU.EDU>
Sent: Tuesday, September 8, 2020 2:24 PM
To: L-COMM-FACULTY@LISTS.PSU.EDU
Subject: Teaching Tuesdays - Flipping the Classroom by Matt McAllister



Welcome to Teaching Tuesday! This issue celebrates our new teaching award winners, shares insights from award-winning faculty member Matt McAllister on Flipping the Classroom, and provides some tips on using Canvas, shared by Shannon Kennan. I hope you enjoy. Denise

Bellisario Award-Winning Faculty – Eight members of the Bellisario community were recognized with Deans' Excellence Awards last week, including two faculty members who were honored for their teaching. Congratulations to [Jo Dumas](#), Associate Teaching Professor in Media Studies, and [Rod Bingham](#), Associate Teaching Professor in Film Studies, for winning the Deans' Award for Excellence in Teaching. We are fortunate to have these two amazing teachers in our college. Thanks for all that you do for our students.

Teaching Tip: Flipping the Classroom

This week we'll hear from award-winning teacher, **Matt McAllister**, a **Professor of Media Studies in the Department of Film Production and Media Studies**. Matt has been named Penn State Alumni Teaching Fellow; he has won the Mass Communication Division Teaching Award from the National Communication Association; and he was given the 2014 the Penn State Graduate Faculty Teaching Award. This year he won the McKay Donkin Award for his contribution to the "economic, physical, mental or social welfare of the faculty." He is known for his excellent teaching and his mentorship of graduate students and faculty.

In this piece Matt talks about how he flips the classroom for his 300+ student online course.

FLIPPING THE CLASSROOM

By **Matt McAllister**, **Professor of Media Studies** (mpm15@psu.edu)

My Comm 100N section enrolls 300+ students, and I chose CR (Remote Synchronous), a continuation of what we did in the second half of last semester. Since I know in a large class there will be students in different time zones and with various levels of internet access, I decided to "**flip the classroom**": record for each class meeting 2-4 PowerPoint-based video lectures that I post the evening before or the morning of class, then use class time to encourage discussion, post reminders, and answer any questions about the information in the slides or class policy.

I liked using several combined video lectures rather than recording one long lecture per class meeting for several reasons:

- (1) it's easier to record again if there's an interruption or mistake;
- (2) it keeps my energy up;

(3) it communicates to students when there are natural breaks in the flow of the material;

(4) the info seems less overwhelming to students (I hope); and

(5) it may help students who have connectivity issues.

I also post the PowerPoint slides for each video lecture as a PDF in advance of the class meeting. The videos are labeled with the topic, the topic sequence, and the day for which it is due: "PrinciplesofMediaIndustriesPart2(Sept1)." I post an announcement, send an email, and start off the class discussion with a reminder about the videos for today.

▼ Materials for Exam 1 Period (8/25- 9/17)

- Kaltura Media Gallery and Embed
- Class Questions from First Day of Class Webinar.pdf
- In-Class Discussion, Thursday, August 27, 10:35-11:50 am
- In-Class Discussion, Tuesday, September 1, 10:35-11:50 am
- In-Class Discussion, Thursday, September 3, 10:35-11:50 am
- Zoom Lecture Check In/Favorite Media, due 9/4
Sep 4 | 25 pts
- AdditionalReading: FerrucciNelsonNewAdvertisers.pdf

Study Materials for Exam 1

PowerPoint Slides that Accompany Video Lectures

- PrinciplesPreamblePt1(Aug27).pdf
- PrinciplesPreamblePt2(Aug27).pdf

The combined length of the video lectures for any given day is shorter than the length of the class time. My lectures add up to about 45 minutes of material per meeting for a 75-minute class. This is on the assumption that in an in-person class where lectures are delivered, students will ask questions, and (in a good way) slow the pace of information delivery.

As some of you know, both Zoom and the Kaltura Media Gallery have been bumpy this semester. **I post my videos on Zoom, Kaltura, and YouTube** (the latter saved as "Unlisted"). I'll list the addresses for Zoom and YouTube in the announcements and in an email each day, and have a link on Canvas to the Kaltura Media Gallery posted in each module. I might also create a Master File with all video addresses before the first exam to post on Canvas.



Sept 3 (Thur) class videos ready on Zoom and YouTube

Matthew McAllister

All Sections

Hi folks,

The Media Gallery is still being unpredictable, so let's stick with Zoom and Kaltura for Thursday's video lectures (September 3): Here's those links:

Principles, Part 5:

https://psu.zoom.us/rec/share/w8ssN4PS9mIOZ5H94hD_fmGgYwIT6a8gSlcrvolzxsZCkyiMPvBHU7UJvE5H51B?startTime=1598996833000

<https://youtu.be/LHzrv2v1IE>



Principles Funding Part 1:

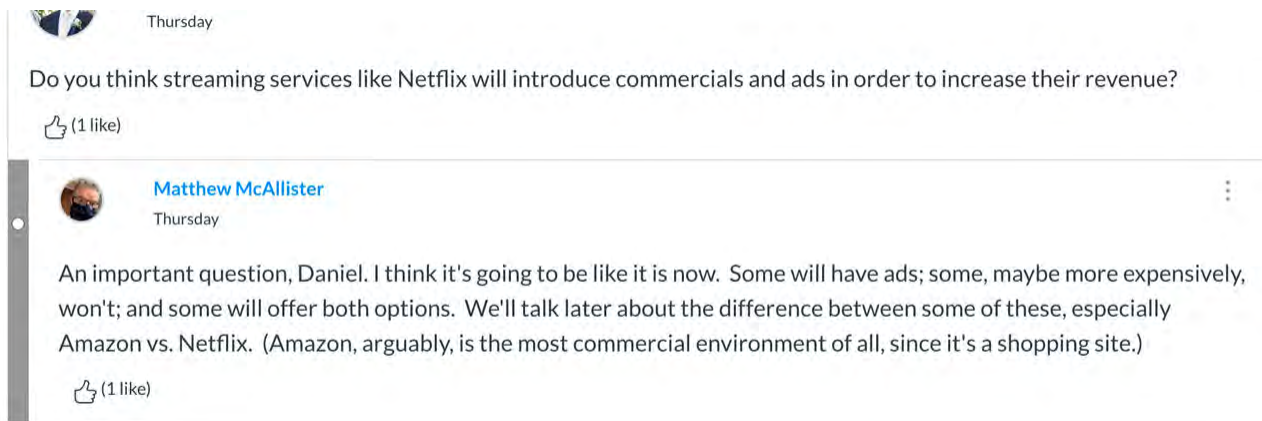
https://psu.zoom.us/rec/share/upFIN5v7sT5IE6vrxV35ULw8BL7MT6a8h3BL_dexRkLoXoHk-5cMbBH4NBbfg?startTime=1598997872000

<https://youtu.be/UKH8ue4C1PU>



One decision was how to hold discussions during class time. **On certain days I use a Zoom-based Webinar**, so it's only me on screen and students ask questions in the Q&A function. I decided against a regular Zoom session since this is a class of 300 students and was worried about too much chaos (like students forgetting to turn off a mic). But I also don't do the Webinar every day – Jess Myrick does, in her similarly large Comm 118, and she told me she likes it. Rather, I use the Webinar format on certain days (the very first class and on exam review days), that are designated on the syllabus.

On other days I use the Canvas Discussion Board for class-time Q&A, where I am online during class and I immediately respond in writing to student questions (also in writing). I have a different Discussion Board designated for each day ("In-Class Discussion, Tuesday, September 1, 10:35-11:50 am") posted in the appropriate module on Canvas. Immediately as class begins a post greets the students, reminds them of the day's agenda and videos, and any class reminders. My posts are designed to be quick, concise, clear and especially upbeat. One advantage of this is that it allows for easy archiving of the questions and my responses for students to review later (say for an exam) and for who could not make it to the Discussion Board. Questions from students are sometimes clarification questions, questions about policy or Canvas issues, or (the best) questions about hypotheticals, implications, or examples the students have noticed. For the first two Discussion Board days, I've had about 25 questions each day. I end the class session with an upbeat note and praise their engagement.



There are some disadvantages to the Discussion Board-based real-time Q&A. Canvas Discussion Boards do not automatically update, so you have to remember to hit “refresh” every few minutes. Also (and this is a good problem), with a class this big you may have several questions at once, and you have to remember to respond to all (Canvas does helpfully flag when a post was addressed), so it feels a little harried. You have to have a tolerance for repeat questions, questions for info that is easily found on the syllabus, or questions about where to access the videos. Another disadvantage of this format is that it doesn’t facilitate student-to-student interaction. This can be supplemented through third-party apps like [Padlet](#) (Mary Beth and Matt Jordan suggested this one) or [Packback](#), the company that “gamifies” student writing; or posting/discussion assignments with a “respond to another student’s post” component.

Canvas tips

In gathering ideas for this week’s Teaching Tuesdays, I asked [Shannon Kennon](#), Associate Teaching Professor and Director of eLearning Initiatives, if she had any suggestions for digital learning. She gave me two good tips about Canvas. Tip #1 – How to see student activity in Canvas and Tip #2 – How to get help in Canvas. I’ve shared them below. Thanks, Shannon.

Tip#1 – How to see student activity in Canvas

Here’s what Shannon wrote: I have one thing I just learned about in Canvas. It's a throw-back to the interaction reports we used to be able to access in Angel which show you exactly what students have been doing in your course. It's especially useful if students tell you they tried to take a quiz but their computer crashed, or similar situations, because it is time and date stamped.

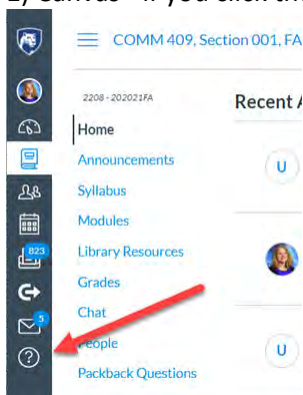
Here's how to access it:

- Go into your Canvas course
- Click on People
- Click on a student's name
- When the sidebar opens up, click on the student's name again
- There will now be a screen with three reports on the right, one of them is the **Access Report**, I've pasted a screenshot below so you can see the level of detail.
- There is also an Interaction Report available, but it doesn't tell you much more than you can get from the course analytics.

Content	Times Viewed	Times Participated	Last Viewed
↓ profilepic2.jpg	12		Sep 2, 2020 11:26pm
🕒 Packback Questions	9		Sep 2, 2020 11:26pm
↓ profilepic.jpg	11		Sep 2, 2020 11:26pm
↓ notifications2.jpg	11		Sep 2, 2020 11:26pm
↓ notifications.jpg	11		Sep 2, 2020 11:26pm
🏠 Course Home	15		Sep 2, 2020 11:26pm
📁 Course Modules	33		Sep 2, 2020 3:55am
📅 Meet with Shannon - extra credit	2		Sep 2, 2020 3:53am
↓ check mark.png	8		Sep 2, 2020 3:52am
📄 How we'll be using Packback in Comm 409 NEEDS COMMUNITY CODE	4		Sep 2, 2020 3:52am
📖 Library Resources	2		Sep 2, 2020 3:11am
📊 Course Grades	1		Sep 2, 2020 3:11am
📖 Comm 409 has a free e-textbook	4		Sep 2, 2020 3:11am
↓ 21756820-0-image-a-37_1575376736345.jpg	14		Sep 2, 2020 3:10am
↓ EKE9JZpU0AAf2qq-350x233-1.jpeg	14		Sep 2, 2020 3:10am
↓ packback.jpg	11		Sep 2, 2020 3:10am
↓ Screenshot_20200503-160425.png	6		Sep 2, 2020 3:10am
↓ sparks.jpg	22		Sep 2, 2020 3:10am

Tip #2 – How to get help in Canvas

1) Canvas - if you click the question mark icon in the far-left menu bar, you can call or chat with Canvas specialists 24/7.



2) For Zoom and anything else IT-related, you can contact the UP Help Desk 24/7

Phone: 814-865-HELP (4357)

Email: ITservicedesk@psu.edu

Chat: [https://pennstate.service-now.com/\\$chat_support.do?queueID=798df367dbf9930097c9ffe61d961997](https://pennstate.service-now.com/$chat_support.do?queueID=798df367dbf9930097c9ffe61d961997)

3) Schreyer Teaching Institute liaison

There is a liaison for each college who can help you by appointment. Email site@psu.edu to schedule.

4) TLT consultations by appointment (30 or 60 minutes)

<https://outlook.office365.com/owa/calendar/ITLearningandDevelopment@PennStateOffice365.onmicrosoft.com/bookings/>

Have you tried a new teaching strategy in the classroom?

If you've tried a new strategy in a course, I would love to hear about it. Maybe you developed a way to engage students in the classroom, online or in the community. Doesn't have to be revolutionary; just something that worked well for you. What teaching tips would you offer your fellow faculty members? I'm looking for future authors of Teaching Tuesday Tips, so please email me at dsb177@psu.edu.

Denise Sevick Bortree, Ph.D.
Associate Dean for Academic Affairs
Director, Arthur W. Page Center for Integrity in Public Communication
Professor, Communications
Bellisario College of Communications
Penn State University
www.thepagecenter.org