Chapter 23

Instructional Re-design for an Active Flipped Classroom:
Two Frameworks Are Better than One

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ABSTRACT

The purpose of this chapter is to present and discuss the instructional design process model -- ADDIE, and nine flipped course design principles, which when used in parallel, offer a means to support the development and implementation of a hybrid or flipped classroom. Discussion of the pedagogical terms hybrid, blended, flipped classrooms, and active learning, are followed by an overview of the instructional design process model ADDIE, along with evidenced-based flipped classroom design principles. A partial example of how these two frameworks may be applied to the re-design of a fully online course into a flipped or hybrid course is demonstrated, and emergent design-consideration questions are offered.

INTRODUCTION

In the spring of 2007, Jonathan Bergmann and Aaron Sams (2012) were looking for ways to reach their rural high school chemistry students who missed class. Their initial approach was to record their live lessons using screen capture software and post those video lessons online. As it turns out, their idea was a huge success and students loved having access to the videos. Thus, Bergmann and Sams launched what is popularly known as the flipped classroom. According to Bergmann and Sams (2012), "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p. 13). Kim, Kim, Khera and Getman (2014) claimed that flipped classrooms allow for more active learning approaches while leveraging accessibility to technologies that support a hybrid or flipped approach. They defined the flipped classroom as an "open approach that facilitates interaction between students and teachers, and differentiated learning by means of flipping conventional events both inside and outside of the classroom and supporting them with digital technologies" (p. 38). The objectives of this chapter are to illustrate how a

fully online course may be re-designed into a flipped or hybrid classroom using a well-known process model, and research-based, flipped classroom design principles.

UNDERSTANDING HYBRID, BLENDED, AND FLIPPED

The term hybrid has emerged to describe a course in which online or another type of distance instruction is combined with face-to-face instruction, such that a substantial amount of the face-to-face instruction is *replaced* by online instruction. Caulfield (2011) further explicated this idea by claiming hybrid teaching "refers to the interwoven higher-level cognitive processes involved in structured, outcomes-based, student-centered teaching and learning occurring in multiple environments" (p. 4). As such, hybrid teaching places the primary responsibility for learning on the learner, with the responsibility for creating active learning opportunities and engaging learning environments with the instructor. Caulfield (2011) noted the roles of the instructor and learner are fluid in a hybrid teaching environment where technology is used "in lieu of some portion of time spent in the classroom" (p. 6).

Dziuban, Hartman, and Moskal (2004), observed that a new set of labels has emerged to describe the phenomenon of the combination of classroom instruction with online instruction; labels such as hybrid learning, blended learning, and mixed-mode instruction. They claimed, "The mere existence of so many names for what is essentially a single concept suggest that no dominate model has yet been accepted as a definitions of standard practice" (p. 2). The authors then referred to hybrid or blended learning as "courses that combine face-to-face classroom instruction with online learning and reduced classroom contact hours (reduced seat time)" (p.7). Dziuban, et al. (2004) also proposed that the construct of blended learning or hybrid learning be approached as "a fundamental redesign of the instructional model", moving from lectures to more learner-centered, active instruction, characterized by "increases in interaction between student-instructor, student-student, student-content and student-outside resources" (p.3)

According to Graham, Henrie and Gibbons (2013), models representing and defining the hybrid approach were prominently described as a combination of online and face-to-face instruction. They noted that among scholars, hybrid descriptions and definitions ranged from a discussion of seat-time and a specific amount of time of online instruction, to quality descriptors such as the thoughtful, pedagogically sound integration of face-to-face classroom components with online instruction. Graham, Woodfield and Harrison (2013) also found that many institutions defined the blended learning approach as seat time replaced with online instruction. In a similar vein, Snart (2010) believed there was a general assumption and perhaps misconception about the hybrid or blended course –that it represented a 50/50 spilt between time in-class and time spent in online instruction. Believing a blended class needed to be split 50/50 limits opportunities for active learning and creative instructional strategies, both inside and outside of the classroom.

It was not clear how much or how little online learning is inherent to a blended learning approach. Garrison and Kanuka (2004) speculated that blended learning design offered its own unique departure from a fully online course design, and a classroom design. They believed that blended learning represented "a fundamental reconceptualization and reorganization of the teaching and learning dynamic starting with various specific contextual needs and contingencies (e.g., discipline, developmental level, and resources)" (p. 97). Thus, no two blended learning designs would be the same, thereby introducing "the great complexity of blended learning" (p. 97). Snart (2010) observed, "It may be less useful to ar-

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