



FACULTY CENTER

for Professional Development

Motivating your
students to prepare for
your flipped class



Excuse me, you're shoulding all over
your students.

- They should remember without being told.
- They should look at the syllabus.
- They should put in the time.
- They should know how to read.
- They should be more on top of things.
- They should not need quizzes or points.
- They should know what I mean.

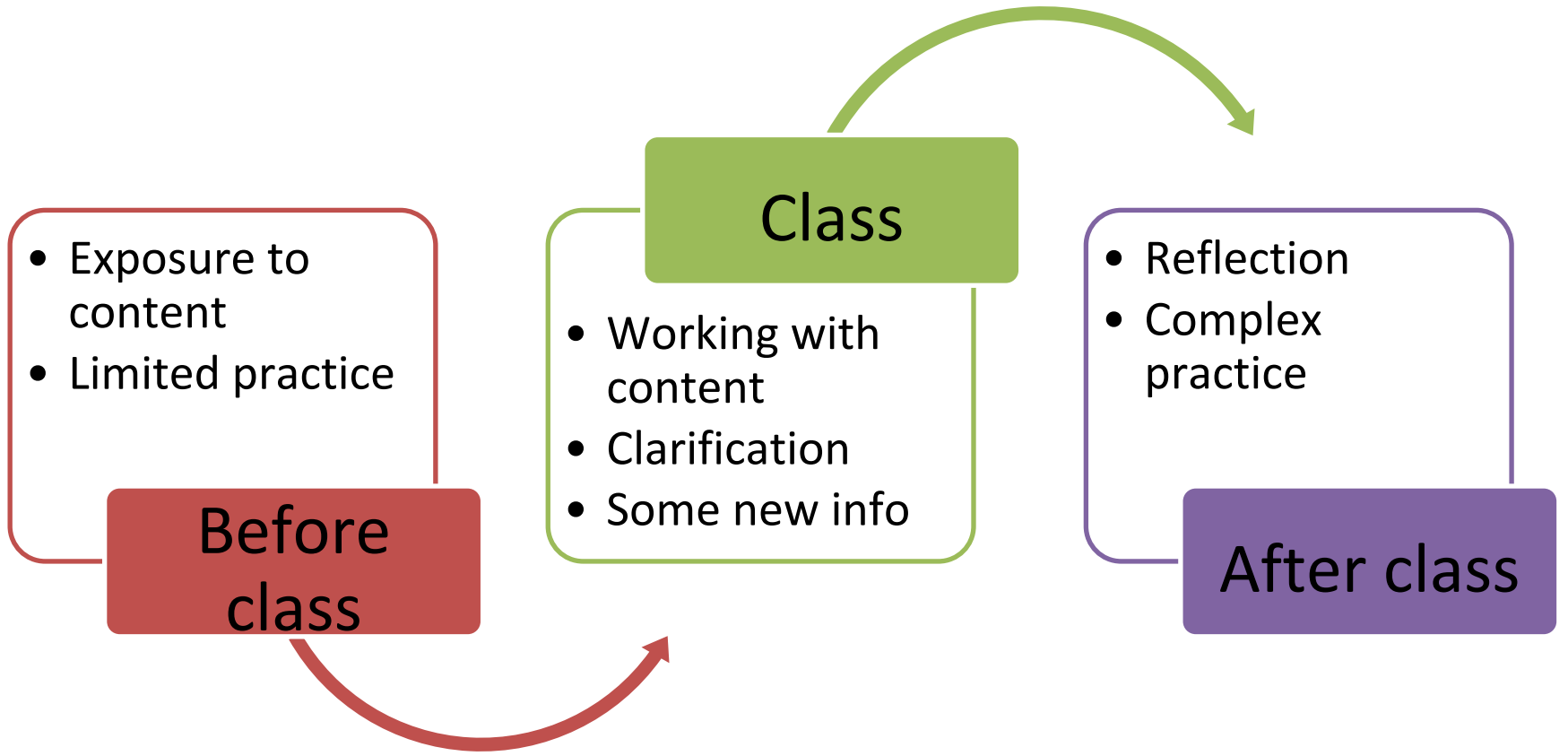
The shoulding is ALL TRUE!!!

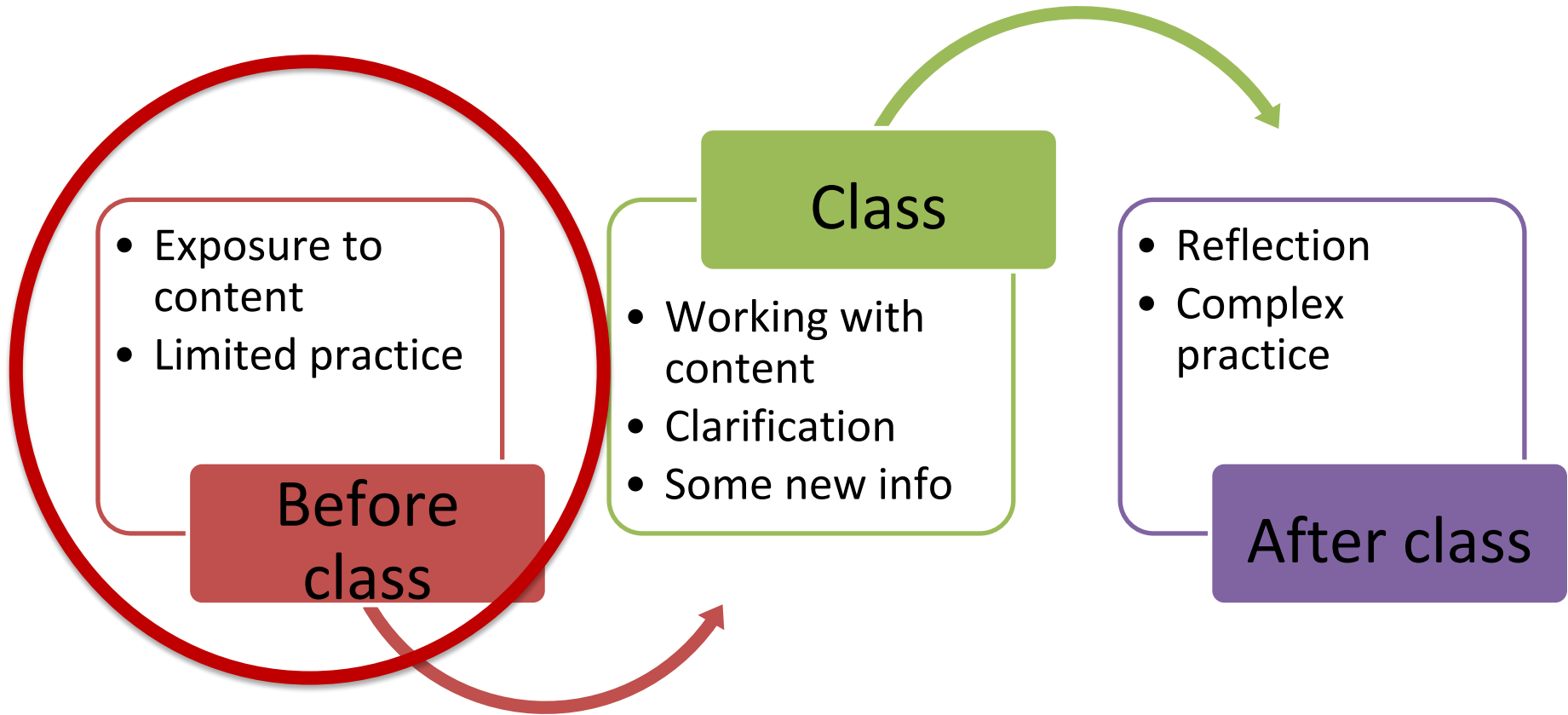
But it's useless.

My outrageous claim

**It IS our job to help our students
prepare for our classes.**

And if we do, our lives will be much
better and less frustrating.





Why students don't prepare

Unfavorable cost-benefit analysis

- Other (legitimate) priorities
- Weak link between prepping and doing well
- No justification for why the prep activities are chosen
- Believe important course content will be covered in class anyway
- Boring prep activities
- Prep is too hard or is unreasonably long or complex
- Don't like the professor in general

The last time I didn't prepare for
a meeting it was because...

Someone else was in charge

It wasn't on my calendar

The directions weren't clear

The materials weren't easy to access

There were 500 pages across 50 folders to read

I didn't care about the meeting

I had no use for the committee chair

I had other things to do

It didn't matter anyway

Why students DO prepare

Favorable cost-benefit analysis

- Overall respect for professor and enjoyment of class
- Clearly articulated benefits and goals of each prep assignment
- Obvious incorporation of prep work into class activities and/or graded work
- No compensation for unpreparedness
- Prep work is reasonable, do-able, engaging, productive, and failure-tolerant
- Support is available
- Enough lead time

Value of outcome



Connection of
task to outcome



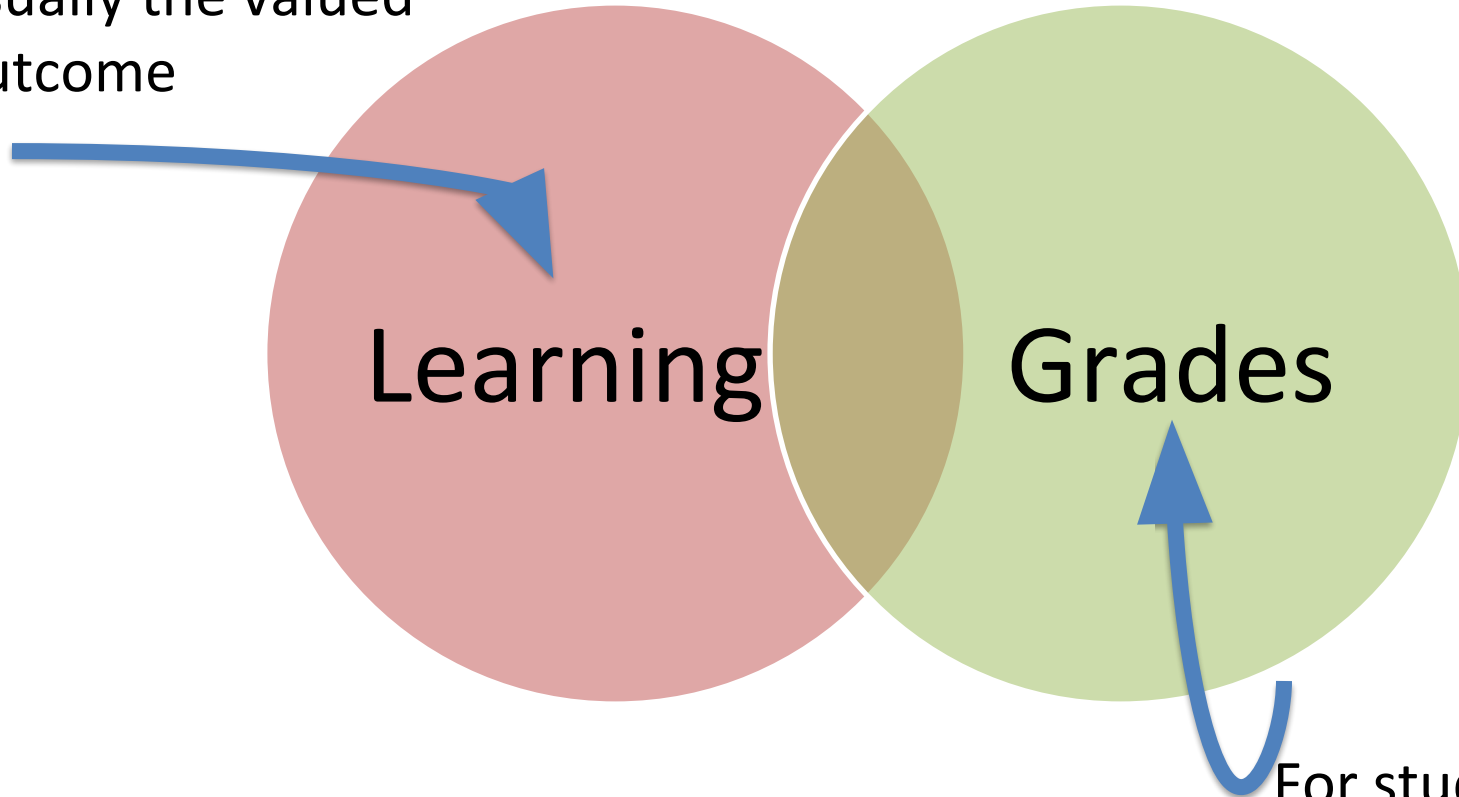
Expectance of success
at task



Supportive Environment

Value of the outcome

For us, learning is usually the valued outcome

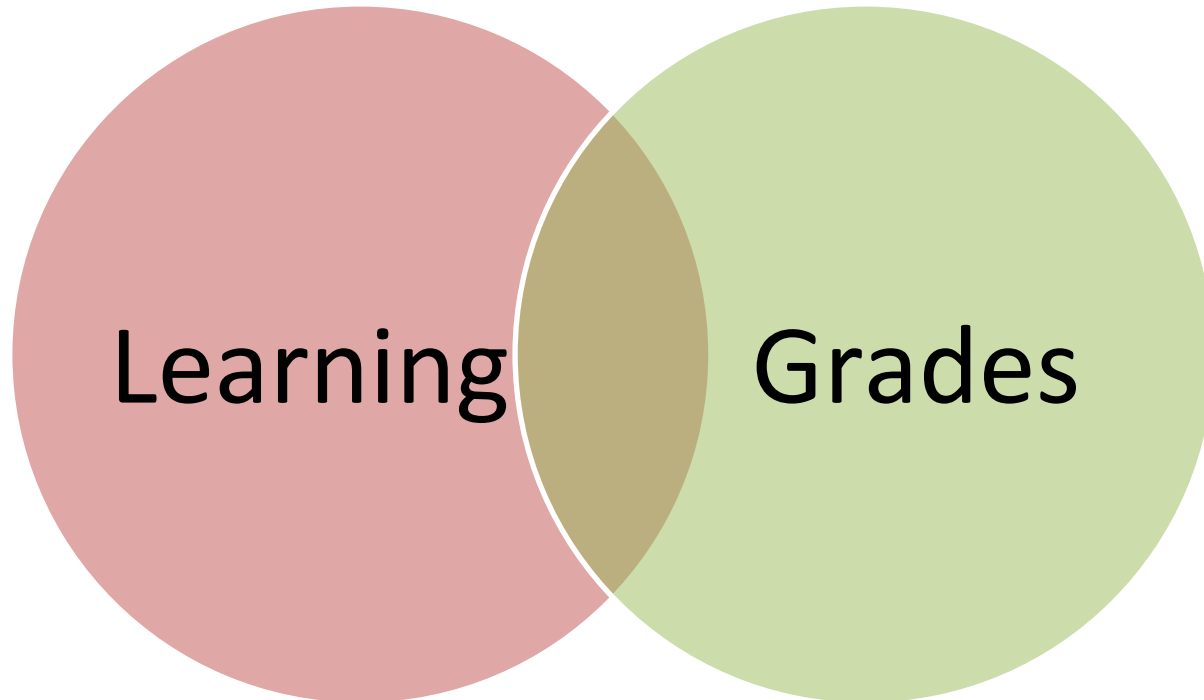


Learning

Grades

For students, the grade is usually the valued outcome

Value of the outcome




Clear, relevant learning outcomes for the prep work, communicated to students


Moderate points for preparation – not tied strongly to correctness


Learning outcomes for prep work

Week 1 -- Getting Started

Build Content 

Assessments 

Tools 

Partner Content 

Discover Content



Checklist for Week 1

Here's a quick checklist -- see the items below the checklist for more specific directions.

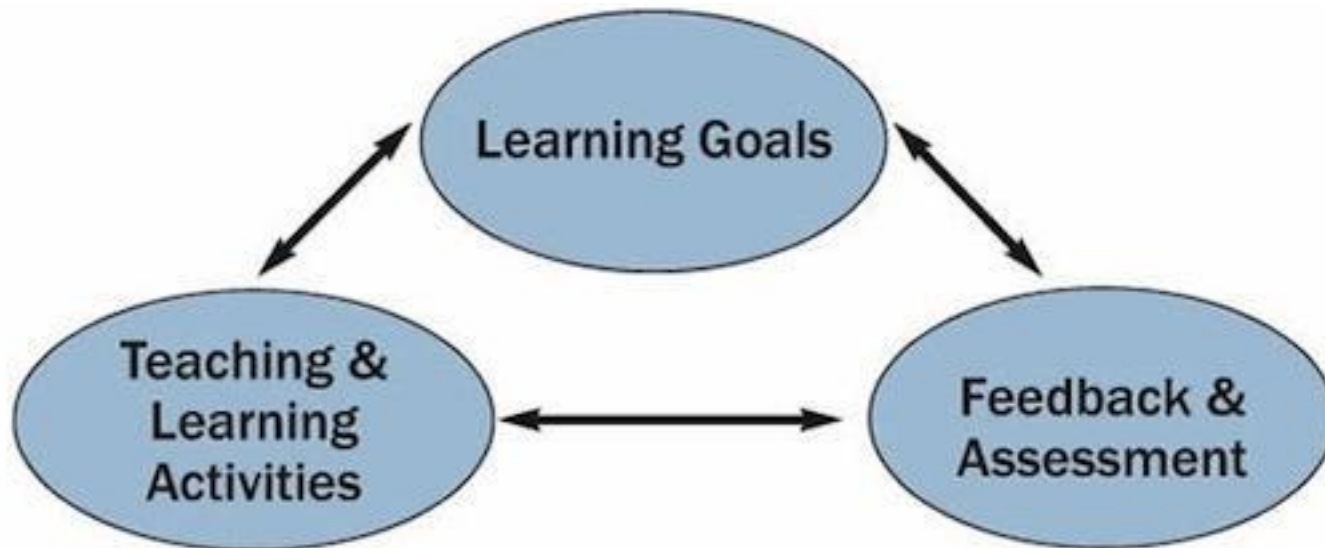
1. Get your textbook.
2. Read the syllabus. If you have a question about something, write it down and bring it to class (10-15 minutes).
3. Do the knowledge survey (30-45 minutes).**
4. Introduce yourself and your favorite soil (15-30 minutes).**
5. Watch the two lecture videos (~20 minutes each, 40 minutes total).
6. While you watch, physically write down on paper at least 2 questions for each video that you want answered in lecture. Bring this paper to class.**

**Participation points!

Learning outcomes, in other words what I want you to get out of this prep work:

- Your questions answered about how the course will run and how you'll be graded
- A high-altitude overview of the topics we'll cover
- Some fun getting to know your classmates and introducing yourself to them
- See how beautiful soil can be, in an artistic kind of way
- Introductory vocabulary about soil structure and function

Connection of task to outcome



What do you mean when you say
“Prepare for class”?

Don't say “They did the reading.”

- **What demonstrable outcome are you looking for from people who have “done the reading”?**
- **What directions can you give that will provide evidence of that outcome?**

Expectance of success

- Clear instructions
- Easy to find instructions
- Chunkable, engaging, variable activities
- Reasonable effort
- Failure-tolerant
- Support

Clear instructions

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Easy to find instructions

PLT 231.02 (S16) Basic Soil Science

Getting Started

START HERE!!!

University Policies & Resources

My Course

Announcements

Syllabus

LECTURE Content

LAB Content

PROBLEM Solutions

Discussion Board

Email


My Grades


Technical Support

Blackboard eHelp

IT Service Desk


LAB Content

 **Week 1 -- NO LAB! Cesar Chavez Day**


 **Week 2 -- Physical Properties I**

Please note -- this lab will be on APRIL 7! We don't have lab on March 31 due to Cesar Chavez Day.

- Lab Safety & Check-In
- Soil Physical Properties Part I
 - Texture by Feel
 - Structure
 - Strength and Consistence
 - Color

 **Week 3 -- Soil Morphology in the Field**

Open the folder to see what to do/bring!


 **Week 4 -- Physical Properties II**


- Texture by Hydrometer
- Bulk Density, Particle Density, and Porosity
- Aggregate Stability


Chunk-able activities

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**Participation points!

Reasonable effort

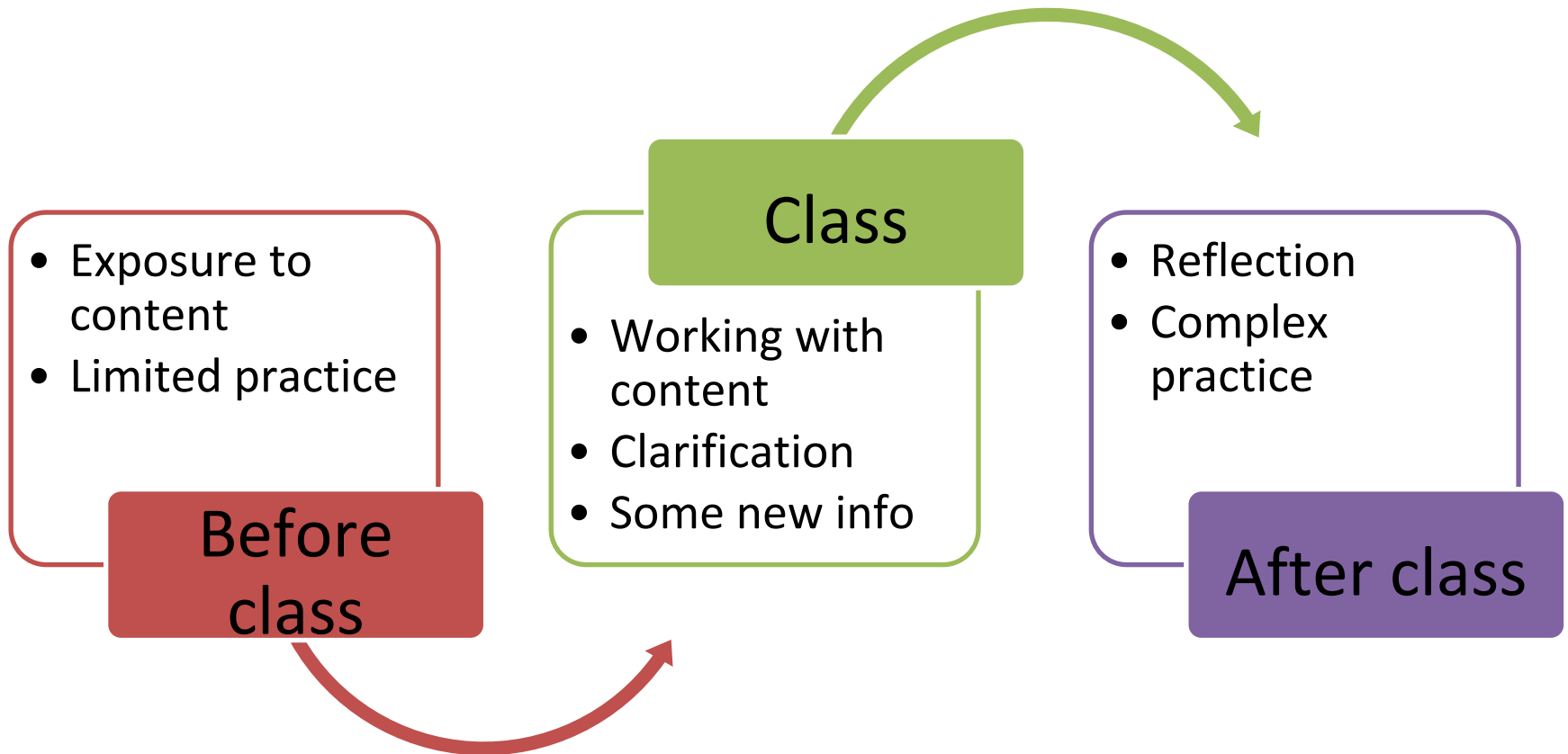
The “Carnegie credit”: One hour of lecture time plus two hours of homework per week, three hours total per credit.

- 3 unit class = 9 hours of work per week, 3 in class and 6 outside class

Students will take much longer than you for a task.

3 hours in class = 6 hours outside

Suggestion: prep work should be no more than ~1/3 of outside time, or about 1-2 hr per week.



Failure-tolerant

- Pass/fail grade on basis of completeness, effort, and timeliness.
 - Calculus class: “Students must pass 12 out of 13 Guided Practices to be eligible for an A in the course, 10 out of 13 for a B, and 8 out of 13 for a C. Each individual assignment is simple to pass; repeated failures to do so will have severe effects on the course grade.”

Support for completion

- Reminders of due dates
- Study and reading guides
- Available for help in office hours
- Help students manage their workload