

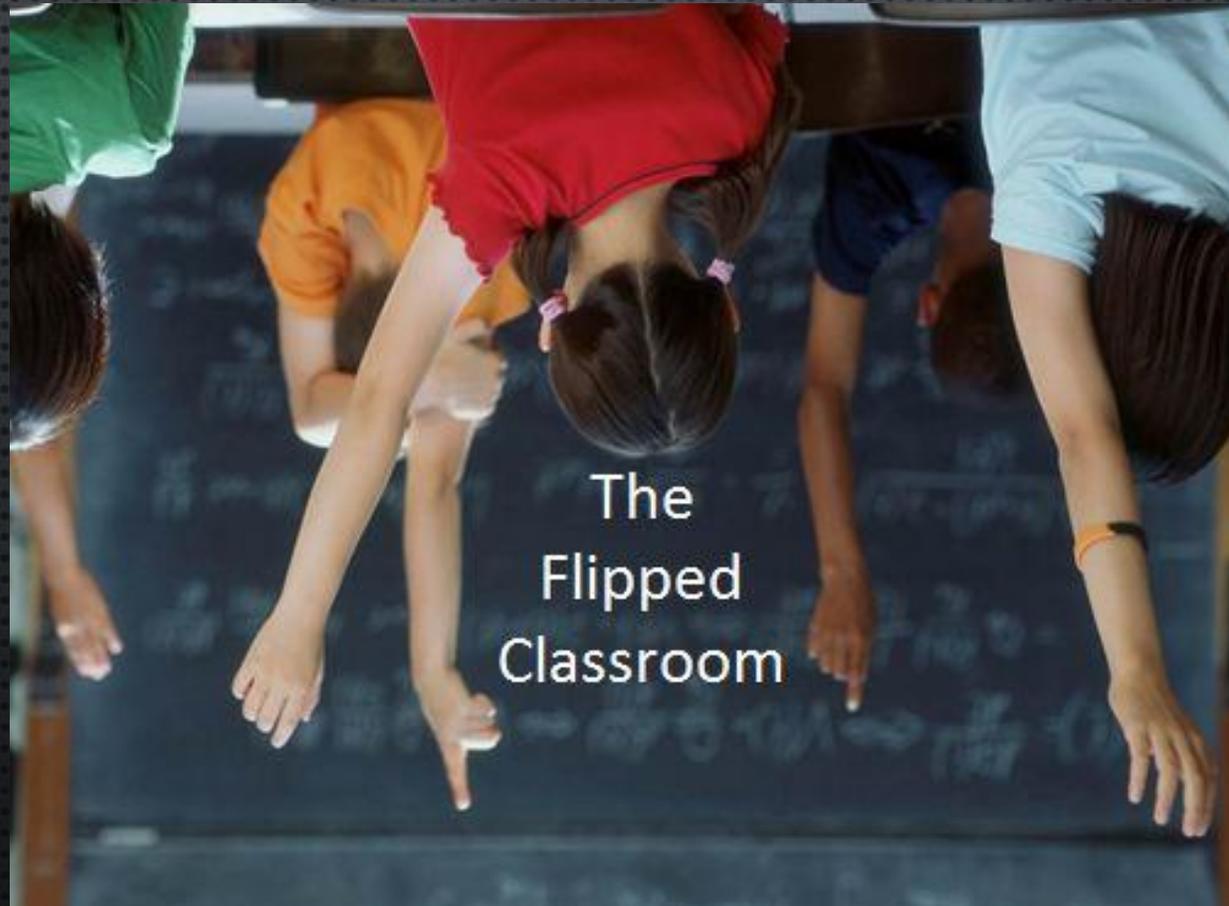
A CLASS ON ITS HEAD: REFLECTIONS ON FLIPPING ART HISTORY

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THE LECTURE

THE FLIPPED CLASSROOM



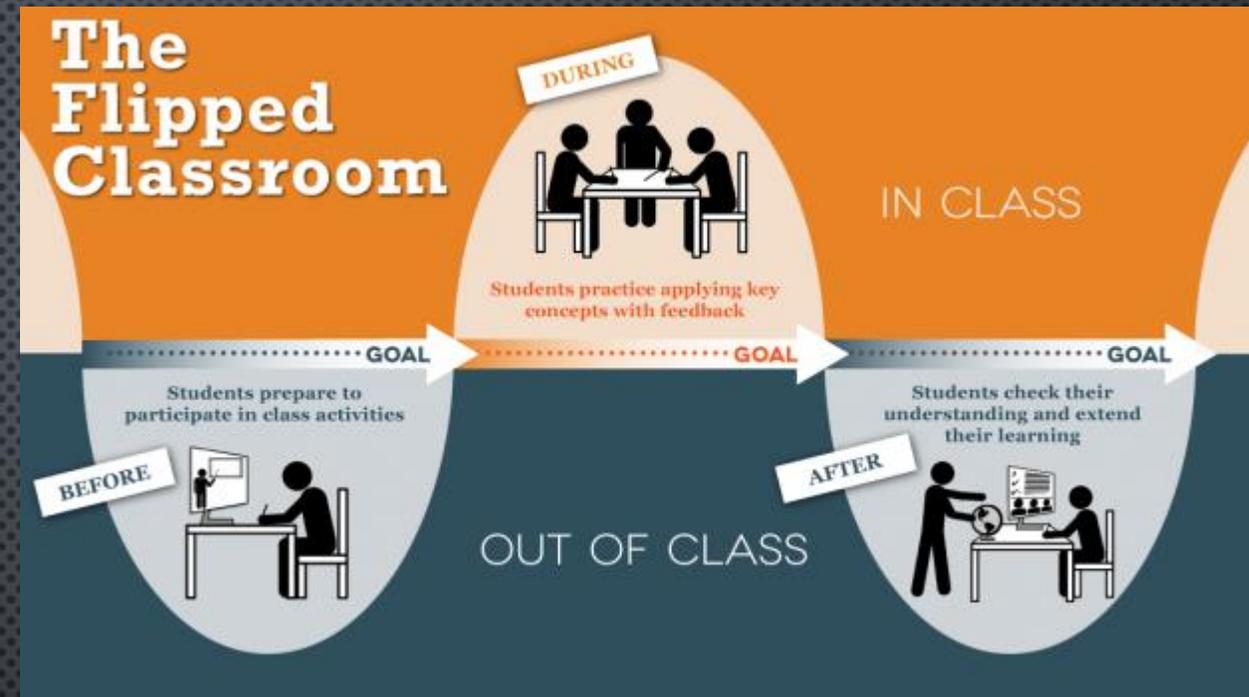
The
Flipped
Classroom

SCHEDULE

- FLIPPED CLASSROOM DEFINED
- RATIONALE/EVIDENCE
- FLIPPING PROCESS
- EXAMPLES FROM MY CURRENT COURSE
- CHALLENGES
- RESOURCES

FLIPPED CLASSROOM

- OUT-OF-CLASS AND IN-CLASS TIME
- BEFORE, DURING, AFTER



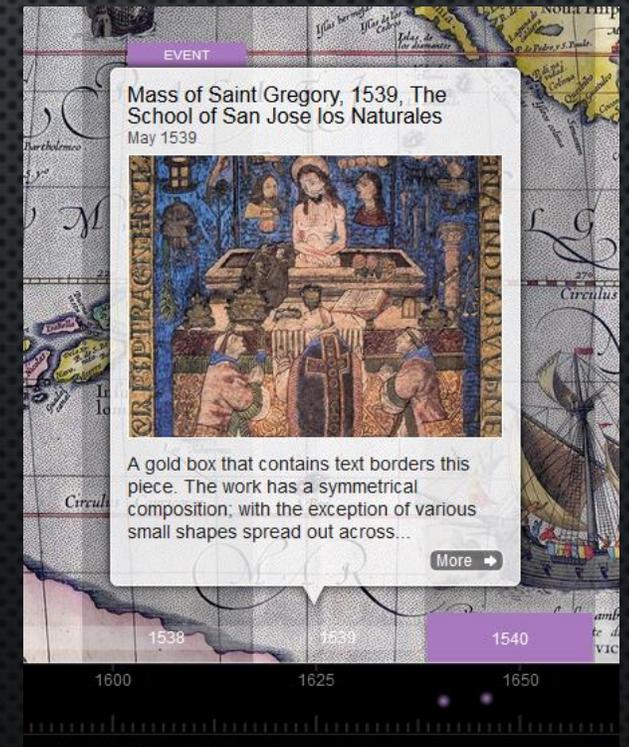
BEFORE: *CONTENT DELIVERY*

- VIDEOS
 - SHORT OR “CHUNKED”
 - INSTRUCTOR-CREATED
 - CURATED FROM OTHER SOURCES
- READING
 - TEXTBOOK
 - CURATED READINGS



BEFORE: FORMATIVE ASSESSMENT

- ONLINE QUIZ ON CONTENT
 - RECALL AND HIGHER ORDER THINKING QUESTIONS TO ASSESS COMPREHENSION
 - EXAMPLE: "WHICH ANSWER BEST SUMMARIZES WHAT YOUR TEXTBOOK MEANS BY..."
- VOICE THREAD
- INTERACTIVE TIMELINE
- DISCUSSION BOARD
- WIKI CONTRIBUTION



DURING: APPLICATION

- NOT “HOMEWORK”
- TAKING ADVANTAGE OF UNIQUE, IN-CLASS CHARACTERISTICS:
 - MANY PEOPLE
 - IN THE SAME ROOM
 - HAVING READ/VIEWED SAME CONTENT



DURING: APPLICATION

- ACTIVE ENGAGEMENT WITH THE TOPIC
- BUILDING SKILLS IN THE DISCIPLINE
- INTERACTING/COLLABORATING
- ASSESSED (EITHER FORMATIVE OR SUMMATIVE)
- FEEDBACK



AFTER: *SUMMATIVE ASSESSMENT(S)*

- GOAL: SUMMATIVE ASSESSMENT TESTS CONTENT LEARNED AND SKILLS DEVELOPED
- TIMING: IMMEDIATELY AFTER, AT END OF UNIT, OR AT END OF COURSE



AFTER: *SUMMATIVE ASSESSMENT(S)*

- REVISION OF FORMATIVE ASSESSMENT
- PROBLEM BASED LEARNING GROUP PROJECT
- TRADITIONAL PAPER
- EXAM



FLIPPING PROCESS

- DETERMINE LEARNING OBJECTIVES
- DEVELOP CONTENT
- DEVELOP FORMATIVE ASSESSMENTS
- DEVELOP IN-CLASS ACTIVITIES
- DEVELOP SUMMATIVE ASSESSMENTS



IS IT WORTH IT? DO THEY LEARN?

- METASTUDY RESULTS
 - 7 STUDIES AT 8 HIGHER ED INSTITUTIONS
 - ALL BUT ONE SHOWED SLIGHT TO SIGNIFICANT IMPROVEMENT IN LEARNING AND PERFORMANCE
 - LAST SHOWED NO CHANGE

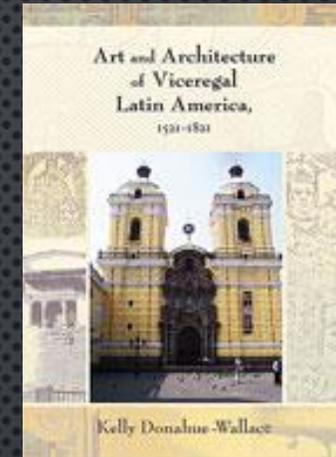
SOURCE: YARBORO ET AL. 2014. "EXTENSION OF A REVIEW OF FLIPPED LEARNING." AVAILABLE AT
[HTTP://FLIPPEDLEARNING.ORG/CMS/LIB07/VA01923112/CENTRICITY/DOMAIN/41/EXTENSION%20OF%20FLIPPED%20LEARNING%20LIT%20REVI
EW%20JUNE%202014.PDF](http://flippedlearning.org/cms/lib07/va01923112/centricity/domain/41/extension%20of%20flipped%20learning%20lit%20review%20june%202014.pdf)

MY FLIPPED CLASS

- LATIN AMERICAN COLONIAL ART
 - ADVANCED UNDERGRADUATE COURSE
 - 38 STUDENTS
 - MEETS WEDNESDAY 5:30-8:30PM



BEFORE: CONTENT DELIVERY AND FORMATIVE ASSESSMENT



- COURSE TEXTBOOK
- ONLINE CHAPTER QUIZ
- TIMELINE ENTRY
 - FORM, CONTENT, OR FUNCTION IN CONTEXT

Tiki-Toki Timeline of Colonial Latin American Art

ABOUT THIS TIMELINE CREATE A TIMELINE CONTACT LOGIN FREE SIGN UP

EVENT 1549

EVENT Folio 61r of the Codex Mendoza, a mid-16th century, Mexico
September 1550

The images explain the concepts of marriages in Aztec custom. The images show respect about old generation in Aztec society. Their wedding ceremony...

EVENT Historia Tolteca Chichimeca, Chicomoztoc, ca. 1550, France
September 1550

In this manuscript painting, a tree-like cave dominates the center of the painting filled with heads along the edges and two men in the center who...

EVENT Casa de Montejo, Merida, Mexico
Sep 1545 - Sep 1550

This façade of the Casa de Montejo shows typical formal characteristics of evangelical era architecture. There is evident classicizing of elements...

EVENT Ixmiuilpan Mural Painting
Jan 1550 - Dec 1550

Fray Andres de Mata, Pintura Mural (Mural Painting), 1550, Ixmiuilpan, Mexico. This image depicts a battle scene showing native warriors in...

EVENT Triptych (Sacring Tablet): Institution of the Sacrament of the Lord's...
September 1550

Triptych (Sacring Tablet): Institution of the Sacrament of the Lord's... Greet's of the Sacrament of the Lord's... Supper, 16th century, Mexican, manuscript. Feathers and colored paper laid painter's for down on wood, in...

Devil in the New World, Cuzco, Peru, 1553. Pedro de Cieza de Leon, 1553

The Europeans had strong feelings about the practice of ritual sacrifice. The illustrations from this...

GENIO ET INGENIO NO...

1525 1550 1575 1600 1625 1650 1675 1700 1725

DURING: *APPLICATION EXERCISES*

- INCREASING DIFFICULTY THROUGH UNIT
- REPEATED IN NEXT 4-WEEK UNIT

DURING: *APPLICATION EXERCISES*

- IN GROUPS OF VARYING SIZE (2-5)
 - GROUP FORMATION SOMETIMES PART OF EXERCISE
 - GROUPS THEN INTERACT WITH EACH OTHER
- FREQUENTLY REQUIRING MOVEMENT
 - ACROSS ROOM
 - CLASSROOM MANAGEMENT AND COMMUNITY BUILDING

DURING: *APPLICATION EXERCISES*

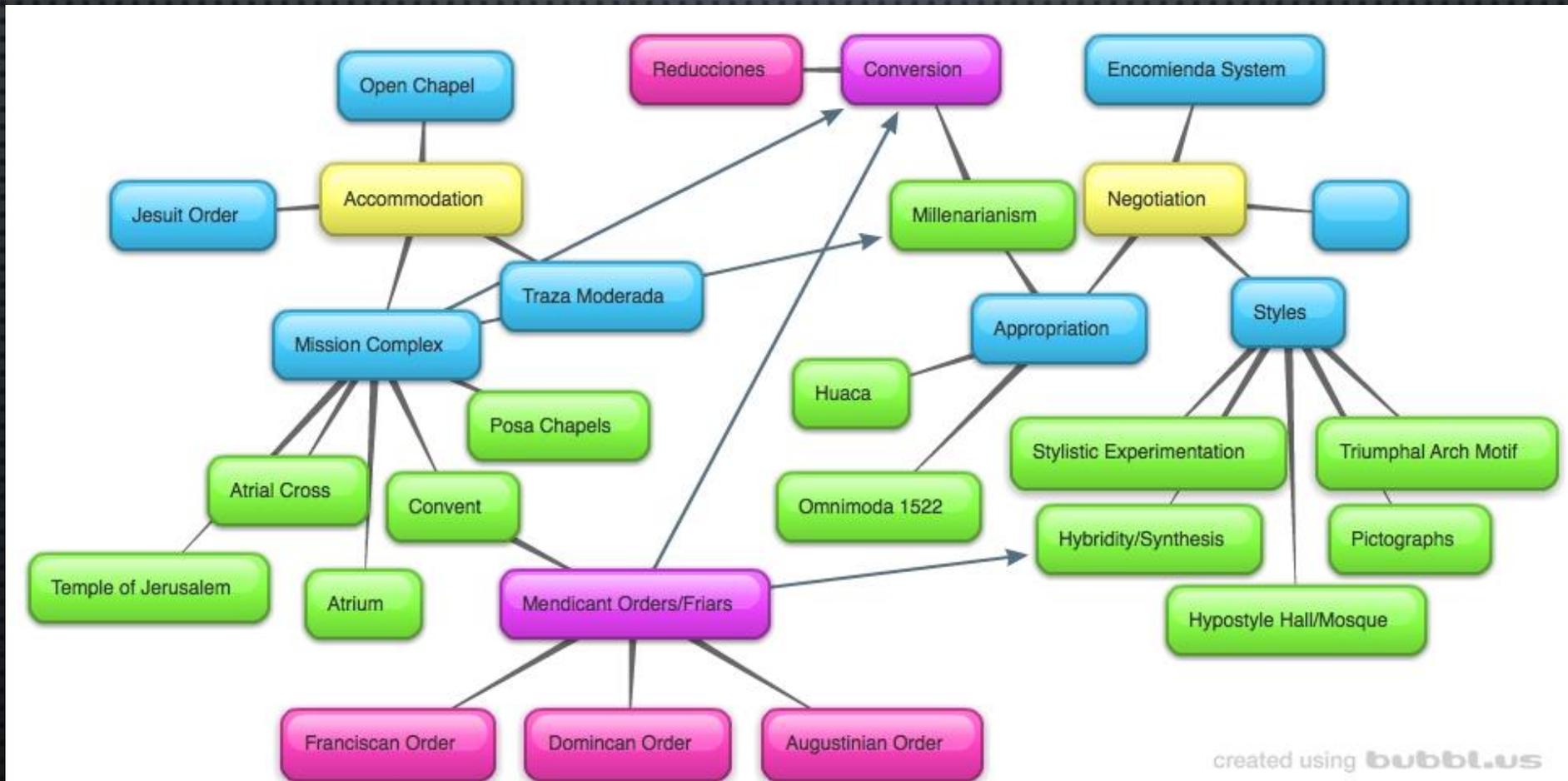
- ACCOMMODATING DIFFERENT LEARNING STYLES AND STRENGTHS

DURING: *APPLICATION EXERCISES*

- PUBLIC PRESENTATION OF RESULTS:
 - DISCUSSION BOARD
 - ORAL PRESENTATION
 - CLASS WIKI
- PUBLIC DISCUSSION AND FEEDBACK

DURING: APPLICATION EXERCISES

- CONCEPT MAPPING
 - ONLINE TOOL: [HTTPS://BUBBL.US/MINDMAP](https://bubbl.us/mindmap)



DURING: APPLICATION EXERCISES

- SPEED DATING
 - 2-WAY
 - INTERACT ON CONTENT ISSUE FOR 3 MINUTES, THEN MOVE ON TO NEW “DATE.”
 - EXPLAIN ASPECT OF THE CONTENT TO YOUR “DATE” THEN LISTEN TO HIS/HER EXPLANATION.
 - FIND MATCH
 - TERM/CONCEPT → DEFINITION/EXPLANATION



DURING: APPLICATION EXERCISES

- SPEED DATING
 - 3-WAY
 - FIND YOUR MATES
 - TERM/CONCEPT → DEFINITION/EXPLANATION → EXAMPLE FROM SELECTION OF UNKNOWNNS
 - ONLY WORKS IF EVERY GROUP GETS IT RIGHT

negotiation

the strategy by which native peoples survived and preserved what they could of their culture in the colonial context



DURING: APPLICATION EXERCISES

- \$20,000 PYRAMID
 - RESPONSE TO FORMATIVE ASSESSMENT
 - 12 GROUPS OF 3
 - EACH GROUP GETS 6 CONCEPTS TO EXPLAIN
 - TIME TO DEVELOP EXPLANATIONS (POINTS AWARDED FOR GOOD EXPLANATION)
- TEAMS COMPETE
 - IDENTIFY CONCEPT BASED ON EXPLANATION
 - 15 SECONDS TO ANSWER
 - OTHER TEAMS CAN STEAL AFTER THAT



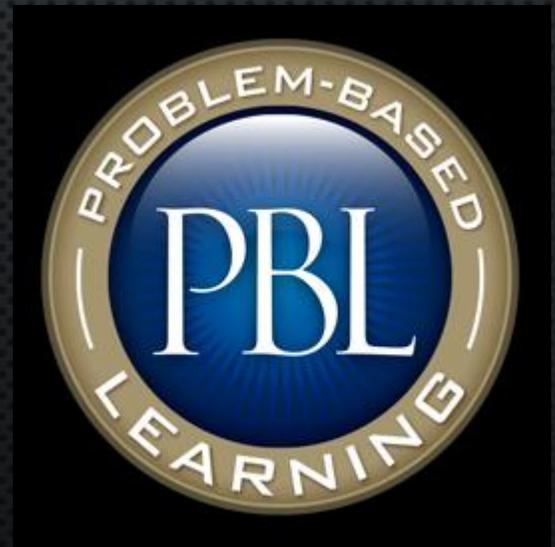
DURING: APPLICATION EXERCISES

- DEBATE
 - “ACCEPTING THE SPANISH GOAL OF RELIGIOUS CONVERSION, ARGUE FOR OR AGAINST DESTROYING NATIVE “IDOLS” TO FACILITATE CONVERSION.
 - USE THE TWO DOCUMENTS AND THE RELEVANT PASSAGES FROM THE TEXTBOOK (INCLUDING SIDEBAR 4) TO SUPPORT YOUR ARGUMENT.



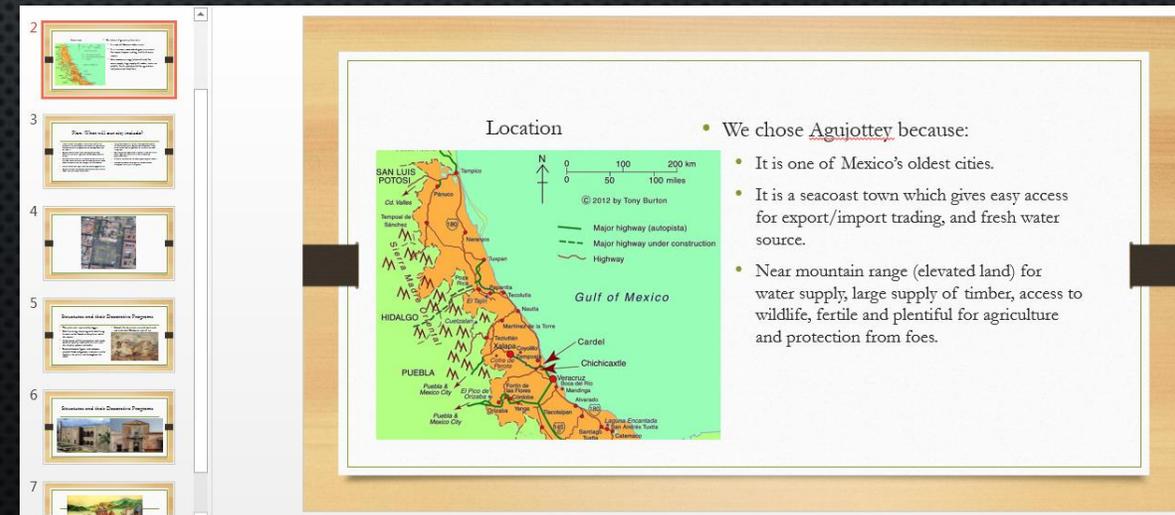
DURING: APPLICATION EXERCISES

- “I’VE GOT A PROBLEM”
- PROBLEM-BASED LEARNING
 - ILL-DEFINED PROBLEM
 - STUDENT GROUPS SOLVE BASED ON SOLUTIONS TO SIMILAR PROBLEMS IN ART HISTORY



DURING: APPLICATION EXERCISES

- “I’VE GOT A PROBLEM”
 - I NEED TO BUILD A SPANISH COLONIAL CITY IN THE AMERICAS.
 - IT NEEDS TO SHELTER THE VICEROY AND THE COLONISTS.
 - IT NEEDS TO DEAL WITH THE PRECOLUMBIAN PAST AND LIVING NATIVE PEOPLE.
 - IT NEEDS TO EMBODY POWER.
 - IT NEEDS TO SATISFY THE KING.
 - SOLUTIONS SUBMITTED AS POWERPOINT ON DISCUSSION BOARD
 - REVIEWED AND DISCUSSED AT THE CLOSE OF THE SESSION



The image shows a presentation slide with a title "Location" and a map of Mexico. The map highlights the Gulf of Mexico coastline and several states: SAN LUIS POTOSI, HIDALGO, and PUEBLA. It shows major highways (autopistas) and highways under construction. A scale bar indicates 0, 100, and 200 km, and 0, 50, and 100 miles. A north arrow is also present. The slide includes a list of reasons for choosing Agujotey.

Location

- We chose Agujotey because:
 - It is one of Mexico's oldest cities.
 - It is a seacoast town which gives easy access for export/import trading, and fresh water source.
 - Near mountain range (elevated land) for water supply, large supply of timber, access to wildlife, fertile and plentiful for agriculture and protection from foes.

DURING: APPLICATION EXERCISES

- ANALYTIC TEAM VIRTUAL TOURS
- GROUP MEMBER ROLES:
 - FORM
 - CONTENT
 - FUNCTION IN CONTEXT
- SHARE RESULTS WITH ANOTHER GROUP ASSIGNED SAME SITE
 - IMPROVE BASED ON THAT
- SHARE WITH CLASS AND DISCUSS

TEMPLO Y EX CONVENTO DE SAN AGUSTÍN ACOLMAN

Es un monumento nacional, declarado en 1933, que está asentado sobre un basamento prehispánico. La primera etapa constructiva se atribuye a fray Andrés de Olmos. En la segunda, se edificó una gran nave techada con vigas y teja, la planta alta del claustro, las celdas y la capilla abierta. Posteriormente, durante la tercera etapa constructiva en 1588, se construyó el arco triunfal del ábside del templo, y probablemente la bóveda de nervadura y un nuevo claustro, en el que se incluyeron la cocina, el antarrerfectorio, el refectorio, el antechocolatero, el chocolatero, la sacristía y la despensa. En la cuarta y última, se adjudica la terminación de la portada, en 1560, y la construcción de la planta alta del claustro grande, en la cual se incluyó a la biblioteca, las salas capitulares y más celdas. En ese mismo siglo se construyeron los retablos de estilo barroco. Otros espacios con que cuenta el Templo y ex convento de San Agustín Acolman, son las caballerizas, el atrio, los huertos, los caminos procesionales, la cruz y la barda atrial.



DURING: WRAP-UP

- SUMMARY MINI-LECTURE WITH LOTS OF QUESTIONS TO STUDENTS
 - STUDENTS PROVIDE MUCH OF THE INFORMATION
- USING UNKNOWNNS TO PLACE INFORMATION BACK IN LINEAR FORMAT
- ADJUSTED ON-THE-FLY FOR ISSUES FROM IN-CLASS EXERCISES

AFTER: *SUMMATIVE ASSESSMENTS*

- IMMEDIATELY:
 - END OF 4-WEEK UNIT: RE-ASSESS WITH QUESTIONS FROM WEEKLY READING QUIZZES
- END OF TERM:
 - OBJECT ANALYSIS PAPER
 - COMPREHENSIVE FINAL EXAM

CHALLENGES

- CLASSROOMS
- TECHNOLOGY
- SOME STUDENTS WITH LEARNING DISABILITIES STRUGGLE (AS THEY DO IN LECTURE COURSES)
- GRADING TIME
- COURSE PREP TIME



RESOURCES

- **FLIPPED CLASS OVERVIEW: COMMUNITY COLLEGE ART HISTORY EXPERIMENT** BY MICHELLE PACANSKY-BROCK [HTTPS://WWW.YOUTUBE.COM/WATCH?V=MSYHUDXBEXI](https://www.youtube.com/watch?v=MsYHUDxBExI)
- **QUICK START GUIDE FOR FLIPPED CLASSROOM**, UNIVERSITY OF TEXAS LEARNING SCIENCES [HTTPS://LEARNINGSCIENCES.UTEXAS.EDU/SITES/DEFAULT/FILES/UTFLIPQUICKSTARTGUIDE112114.PDF](https://learningsciences.utexas.edu/sites/default/files/utflipquickstartguide112114.pdf)
- **THREE MYTHS OF FLIPPED LEARNING** BY CATHERINE NEWTON [HTTP://WWW.FRACTUSLEARNING.COM/2014/07/01/MYTHS-FLIPPED-LEARNING/](http://www.fractuslearning.com/2014/07/01/myths-flipped-learning/)
- **STUDENT ENGAGEMENT TECHNIQUES: A HANDBOOK FOR COLLEGE FACULTY** BY ELIZABETH BARKLEY. AVAILABLE ON AMAZON.COM