Themed Challenges

Effective In-Class Activities

Coming up with suitable and effective multiple-choice questions to use as clicker questions in class for generating discussion, argumentation, etc. I find this extremely hard, and incredibly time-consuming, especially being in a field where multiple-choice questions are practically unheard of, even on exams. (I have never given an exam with even a single multiple-choice question.) Coming up with questions that have several seemingly viable answers--which are in fact not all viable--is daunting.

Maintaining students' attention when we discuss the results of their group discussions.

Student Workload

Adjusting the time students would spend outside of class on a certain activity was challenging - I didn't have a good sense of what to expect regarding how much time would students spend on a pre-reading and pre-quiz combo.

Making sure our completed Flipped Classroom videos are seen by the educational community at large. http://t.co/AUhrb9IQHb

Student Completion of Pre-class Tasks

Challenge: trying to use the Audience Response System for a readiness assessment test for marks (to test that students actually watched the pre-required videos before attending the class lab, we raised the stakes by making the test count towards their final lab mark). I learned that the current ARS service was unable to reliably grade students for marks without potential error in a BYOD context. What carrots can we dangle in front of the students to increase buy in to our flipped efforts?

Some students do not read the pre-reading document or the assigned reading before class. When they come to class, they do the reading while completing in-class activities. They often ask TAs for help (answers or instructions are already given in the pre-reading), which prevents the TAs from helping other students with questions directly related to the activities.

Classrooms are not physically set up to walk around to observe all of the discussion groups

Logistics of the Flipped Classroom

The logistics of handling all the pieces of work that students hand in (almost every class): there is lots of shuffling involved, even when the work is only assessed as complete (or satisfactory) vs. not complete. The work needs to be collected, looked over (or marked), marks need to be entered, the pieces of work need to be alphabetized and returned to students. Many students don't bother picking up their work, or they don't seem to see the importance of it.

Dealing with materials from in-class group activity, i.e., if we use worksheets - marking them and providing feedback in a timely manner.
Cheers.

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Outside class reading/prep material - The big challenge has been organization of the content that we want our students accessing in a way that is not overwhelming and scattered all over the place, i.e., textbook readings, videos, pre-class PPTs, problem sets, pre-reading Quiz, optional practice material.

Connect is not really useful in facilitating the kinds of outside of classroom discussion I'd like to see

Logistics and complex grading schemes. Yes, there are tools (Connect's grade book etc) but diversity of grading for feedback, marks, incentives etc. makes managing all the data (and the endless "exceptions" - like students adding/dropping the course etc) challenging especially for those who are used to only having to manage a couple of exams plus a few paper-based assignments.

Student Learning and Achievement

Helping faculty who are new to the course get up to speed with how the flipped class is run. Taking over a flipped class is difficult and daunting for faculty who are not experienced in the various aspects.