

THE INTERSECTION BETWEEN TECHNOLOGY AND “FLIP COURSE” PRINCIPLES: HOW THEY CAN IMPROVE HYBRID ON-LINE COURSE DELIVERY

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Abstract

The extreme growth in on-line education and the strategy to infuse multiple instructional design methods into course delivery is becoming standard practice in an attempt to improve student outcomes. The design and implementation of on-line courses provides the instructor with a unique platform to incorporate 21st Century instructional delivery methods with new and robust distance education technologies to improve, student engagement, instructional delivery knowledge transfer, to promote student learning. This session is designed to show new and different ways an instructor can use instructional technology techniques and the principles of “flip course” design in course development to improve instructional delivery and learning outcomes in hybrid on-line courses. Focusing on hybrid on-line courses, there are instructional design decisions and development actions that an instructor can make to prepare and deliver a course that promotes class interaction, student engagement and an increase in knowledge transfer. This session will discuss and demonstrate ways to integrate specific technologies, i.e. Blackboard, WebCT, and applications such as YouTube, TeacherTube, Khan Academy, PowerPoint, Websites, etc., as well as, “flip course” principles, i.e., how to “flip the teacher”, the use videos and podcasts, and how to use multimedia and tutorials to introduce concepts and engage today’s students more effectively. Research question: The use of distance education technologies and “flip course” design principles to improve hybrid on-line course delivery. The participants for this research consisted of independent surveying, developing and delivering over 100 on-line, hybrid, and traditional face-to-face courses at the undergraduate and graduate level. This is an applied research project that has consolidated past and present design and implementation experiences, coupled them with current literature on “flip course” design to demonstrate a new model for course delivery. The findings that will be presented at this session are examples and “best practices” identified when you intersect distance education technologies and “flip course” principles to improve hybrid on-line course delivery. This course delivery improvement will lead to future research pushing the intellectual envelope to promote student outcomes with future learners.

Keywords: *education, technology, distance education, online learning, flip course*