

2014

Improvement through Reflection

This document contains a summary of data collected from 154 teachers (elementary through college) who completed the Fizz Flipped Classroom Training Program between January 2013 and June 2014. This summary illustrates the application and benefits of reflective practice.

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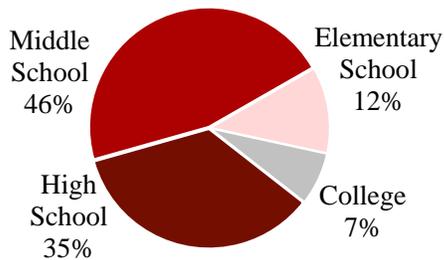


Improvement through Reflection

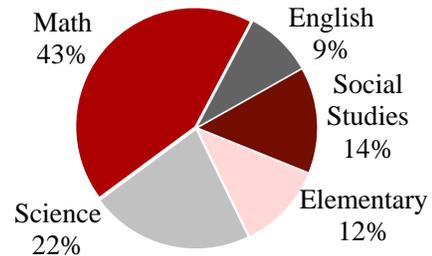
Reflective practice is a technique through which a person can improve knowledge or skills by critically evaluating his or her performance and thinking. Dr. Lodge McCammon promotes the use of reflective practice to help teachers better understand their own teaching styles and to improve their craft. Teachers who complete his Flipped Classroom Training Program are required to reflect on their teaching by critiquing the content videos they recorded throughout the course.

Data were collected from 154 teachers who completed the Flipped Classroom Training Program between January 2013 and June 2014. These teachers had varying years of teaching experience and differed in the content and grade levels taught.

Grade Level Taught

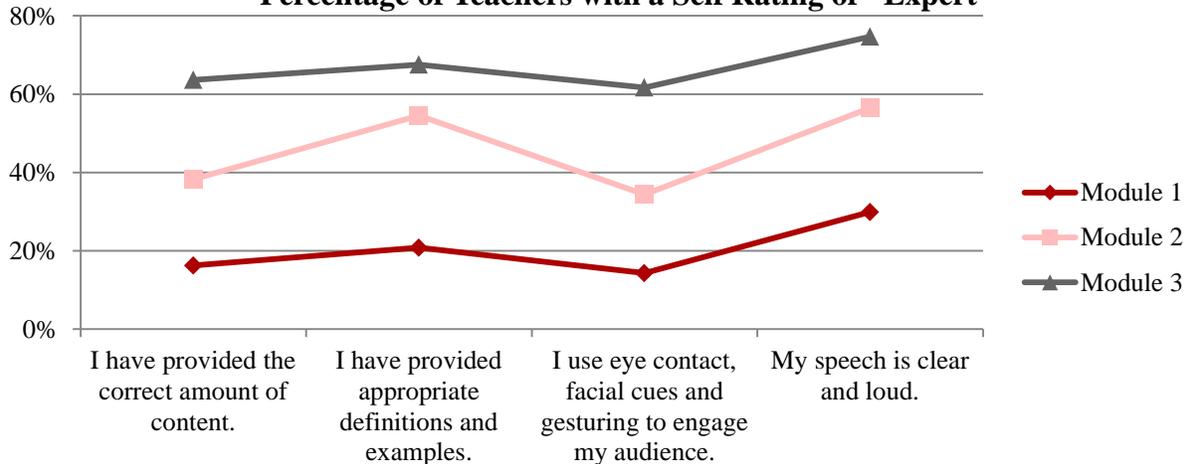


Subject Area Taught



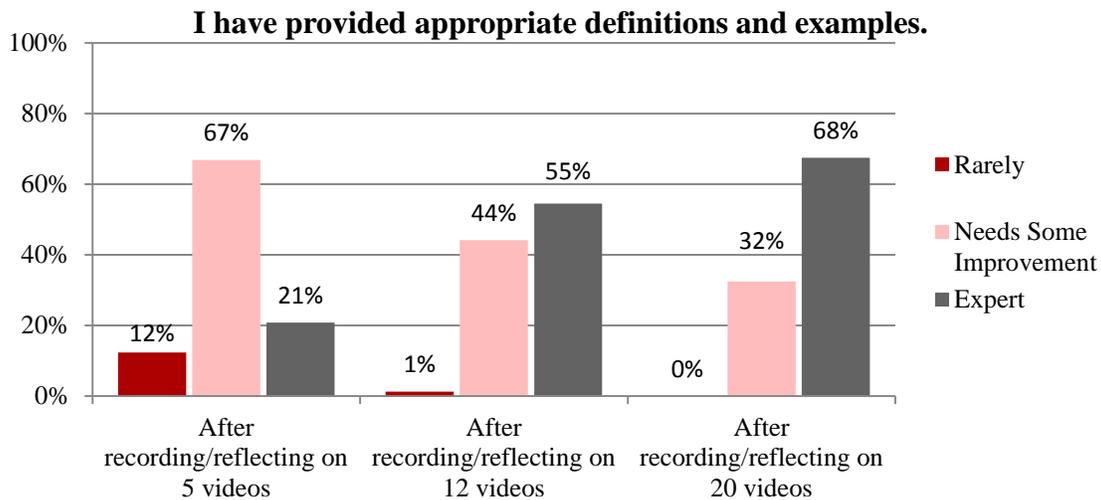
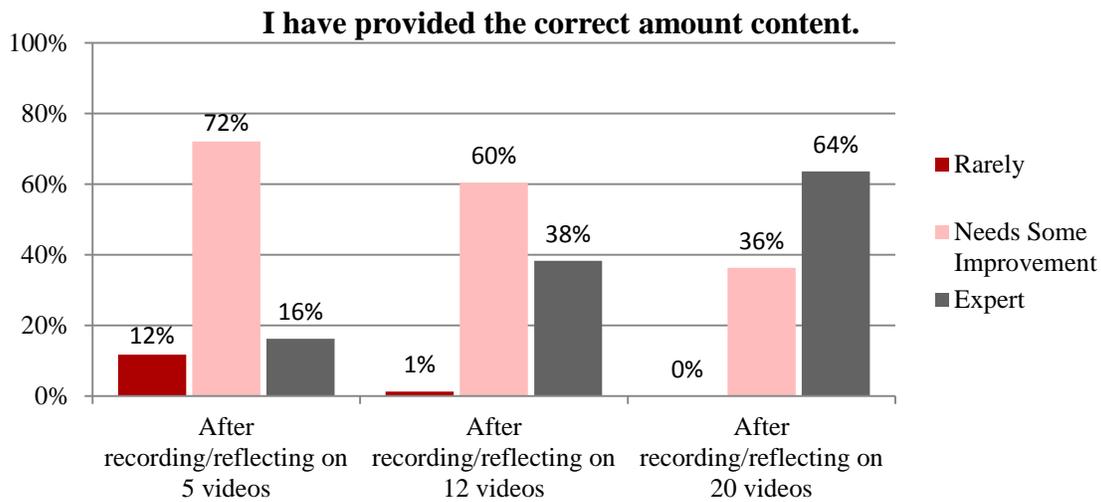
Teachers were asked to critically evaluate their content videos at the conclusion of each of the three training modules, which corresponded to reflecting on the creation of 5, 12, and 20 videos. They rated themselves on four behavioral items, all of which are critical, basic skills that they should strive to master in their teaching. Teachers indicated whether they rarely exhibited the behavior, needed improvement on the behavior, or if they were expert in the behavior. Over the course of the training, the number of teachers who rated themselves as “expert” increased. By reflecting on these key behaviors, teachers were able to quickly improve the quality of their lecture videos. As one teacher noted, *“At first I really disliked watching myself on video but now I actually kind of enjoy it as strange as that sounds. I like fixing things about the way I teach!”*

Percentage of Teachers with a Self Rating of "Expert"



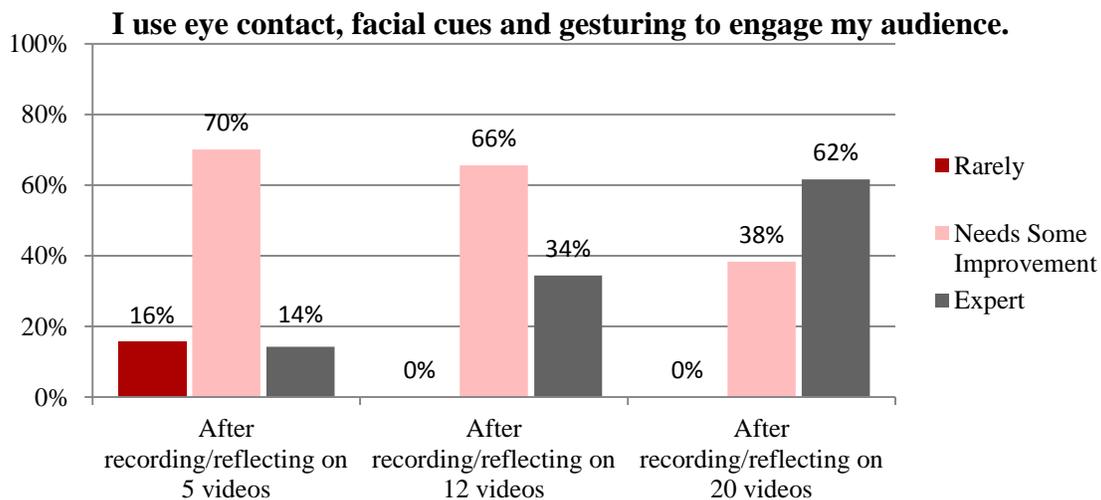
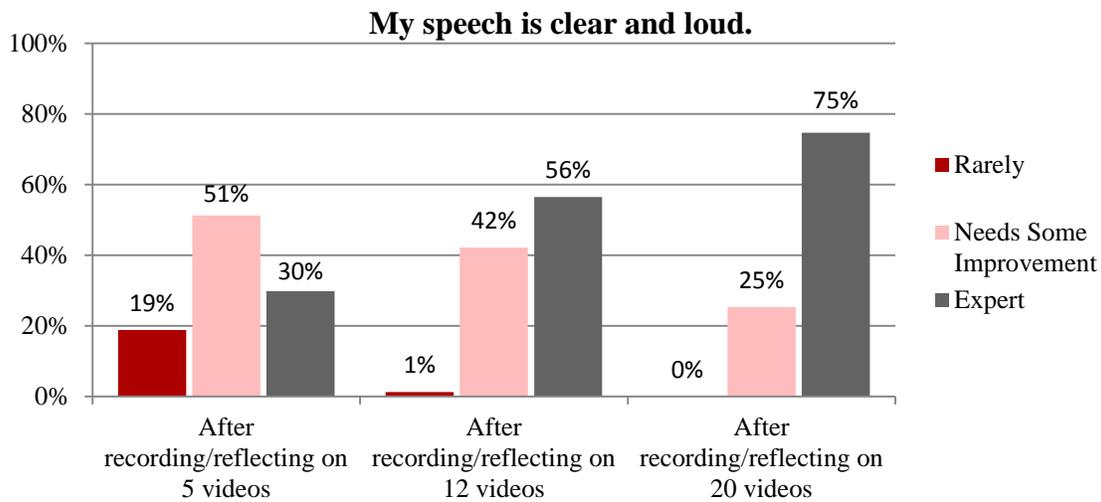
At the conclusion of Module 1 of training, teachers have completed 5 videos. The process of creating lecture videos is a completely new experience for the majority of these teachers. Additionally, not many teachers have had the time or ability to reflect on their own teaching. The self-ratings from Module 1 illustrate this; for each item, the majority of teachers rated themselves as “needs some improvement” across all four behavioral items. A small percentage of teachers even rated themselves as “rarely” using the behaviors in their lecture videos after Module 1.

Looking more closely at the data, the four key behavioral items can be split into two groups: behaviors related to content, and behaviors related to delivery. The two charts below show how teachers improved in the two behaviors related to content over the course of the training. Note that the percentage of teachers who gave themselves a rating of “rarely” decreased after each module. As one teacher commented, “[reflecting] REALLY helped me dig down into my content once again to take another look at better ways of teaching each topic.”



Highlighting these key behaviors at the end of Module 1 gave teachers a goal for improvement. They were able to think about these behaviors while continuing to make lecture videos. Rating themselves on the same items at the end of Module 2 and again at the end of Module 3, teachers were able to reflect on their teaching, make adjustments, and then gauge whether the quality of their videos increased throughout the training.

Looking at the two behaviors related to delivery, teachers again indicated improvement in their use of these behaviors over the course of the training. These data are an indication that teachers reflected on the quality of delivery in their videos, making improvements after each module. With the use of reflective practice, teachers not only improve their teaching but also increase their confidence. At the end of Module 3, one teacher remarked *“I have become quite skillful at making short videos and getting to the point quickly.”*





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