# Educational Support Cell (ESC)
## TLDE
## Tips & Strategies

## ALM and the Flipped Classroom

*The "flipped classroom"… a cutting edge approach to learning or an educational fad?*

A flipped classroom is a learning environment where activities traditionally completed in the classroom to comprehend new material are completed outside of and prior to class. This flip reserves the majority of class time for students to work collaboratively and for instructors to engage students at a higher cognitive level—interaction and engagement, who can argue with that?

As the Army Learning Model (ALM) calls for classrooms to become more collaborative, problem-solving environments, the flipped classroom is a perfect fit for SWCS.

What would a flipped classroom look like at SWCS? Rather than delivering a lecture on the physical environment of region X, an instructor assigns students some readings or a video to watch on the topic. Students complete this assignment outside of and prior to class. [If you look at the Bloom's Taxonomy of Thinking, this pre-assignment corresponds to a basic knowledge or comprehension sort of activity.] Then, the students come to class and participate in a discussion of the implications of the environment on area operations. The flipped approach means that class time is spent *using* information, not *getting* information.

As you know well, learning is maximized with student engagement. Here, the instructor becomes a facilitator, ensuring that students have learned the desired information from the pre-assignment by guiding discussion and activities within the classroom learning environment.

The flipped classroom is a method of orchestrating classroom experiences to enhance learning and to build attributes.

*"Build attributes?"*

Absolutely. Let's consider Personal Responsibility—by having students complete pre-assignments we are challenging them to demonstrate initiative, accountability, and self-discipline, and then we have the opportunity to counsel on this for development as well.

See the next page for several open-ended questions that will work for any instructional content. As an instructor, you can pose one, some, or all the questions to accompany pre-assignments and to generate initial discussions in the learner-centric educational environment, or create your own questions to provide a roadmap for your upcoming instructional activities.

The ESC provides support for the uniform application of SWCS educational processes across the Institution to include:

-Support to Curriculum & Instruction [Courses and Instructors];

-Support to Leadership & Professional Development Initiatives;

-Support to the development and implementation of program evaluation and assessment systems; and

-Support to the design and implementation of SOF Career Pathways.

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### Monte Carlo Questions for the Educational Environment

A college professor created the "Monte Carlo Questions" as a means to spur greater accountability among students in their thorough completion of pre-assigned class readings. Under the Monte Carlo method, the instructor would assign 5 questions for homework. During class, a student rolled a die, and the number that appeared would determine the question response that the students would have to turn in for the day. If a student rolled a "6" on the die, then students in the class could choose any question they wanted to submit.

Below, you will notice two versions of the Monte Carlo questions. Each subsection's title aligns these questions with Bloom's taxonomy to illustrate the level of cognition needed to formulate an appropriate response. The higher the number, the more critical the thought process required.

1. Comprehension*:*
   - What are the main themes of the reading?
   - What is the main idea of the reading?
2. Application:
   - Select a concept or principle in the reading, clearly define or describe it, and then indicate how it applies to you or to your mission. Provide sufficient details to justify convincingly that the concept/principle indeed applies as you suggest.
   - Give an example or operational application of some idea or concept in what you have read.
3. Analysis:
   - Identify two concepts or principles presented in the readings. Compare and contrast the two selections. Explain why you chose to write about these selections. If you wish, one of the concepts or principles may be selected from another reading, lecture, or discussion in this course.
   - How would you compare this topic to another topic we have covered?
4. Evaluation:
   - Citing page number(s), quote verbatim a statement or brief passage that elicits in you some type of response: excitement, frustration, disbelief, anger, sadness, surprise, confusion, fear, some combination of the aforementioned, or another reaction. Then, identify your response; describe the meaning(s) that the statement or passage has for you; and provide actual or possible reasons for your response.
   - Find a section of the reading that you feel is the most important. Why do you think this is important? Be convincing.
   - Write a critical perspective on some aspect of this reading. Cite evidence that prompts you to agree or disagree with the author's perspective. Note that a critique may be positive, negative, or some combination of both. Your evidence may be based on the following: 1) personal experience; 2) observations of others; 3) reports of others; 4) scientific findings; or 5) logic. When citing evidence, identify the type(s) of evidence you are using.

Reference: Carney, Fry, Gabriel, & Ballard (2008). *Reeling in the big fish: Changing pedagogy to encourage the completion of reading assignments.* College Teaching.  Vol. 56, No.4.

*For assistance in making your classroom a more collaborative and problem-solving environment, contact Mr. Geoff Jones and the ESC.*