Flipped Classroom:
Common Objects and Pages

Australian and New Zealand Academy of Management (ANZAM)

2017 Promoting Excellence in Learning and Teaching Project

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Preface

Thank you for your interest in the 2017 Promoting Excellence in Learning & Teaching (PELT) project, sponsored by the Australian and New Zealand Academy of Management (ANZAM). The Flipped Classroom: Common Objects and Pages project is a learning resource aimed to advance the general capabilities of academic staff responsible for management course delivery in Australia/New Zealand universities. Specifically, it is meant to serve as a usable set of tools for a software program, Adobe Captivate, which is often used in the online course delivery of flipped classrooms.

The learning resource includes this brief user guide, but more critically an Adobe Captivate 2017 file that contains templates of common objects and course pages used to create the online component of flipped classrooms. These flipped course content templates are not exhaustive of all that is possible, but they should hopefully reduce the amount of time required for building an interactive Captivate course. The learning resource also contains brief descriptions of the template material, and more importantly complete instructions for how a user can customise the material for his/her own project.

This resource is the product of expertise developed from my own involvement with delivering flipped course online content for the University of Melbourne course, MGMT20009 Managing Employee Relations, with Dr. Andreas Pekarek, as well as my continued pursuit of online learning. Despite my admittedly limited experience, I remain optimistic that this resource will be useful to relatively new users of Adobe Captivate.

Sincerely,

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Background

For decades, the predominant method of course delivery in higher education has been a didactic lecture format that promotes mostly passive learning (Butt, 2014). Active student engagement is usually left to a single one-hour tutorial each week, and individual study and/or informal study groups are relegated to outside the classroom. Recently, however, a new pedagogical model dubbed a "flipped classroom" approach (Baker, 2000) or "inverted classroom" (Lage, Platt, & Treglia, 2000) has been promoted to support more collaborative and active learning. In this model, the typical in-class lecture and outside-class assignment elements of a course are reversed. Lecture material is prepared in advance and captured in the form of readings, course notes, videos and audio. This lecture material is then provided to students before the formal lecture class time. Class time is thereafter utilised for activities that promote active student engagement with the material, usually in the form of case studies, simulations, problem-solving activities, and instructor feedback. This model of learning effectively alters traditional roles in the classroom by placing the responsibility and ownership of learning on the students (Pierce & Fox, 2012). Student learning is deepened through the promotion of interactive activities that support the hands-on application of concepts in the classroom.

The flipped classroom model has been widely popularised by online course providers such as the Khan Academy, and has been increasingly adopted in a variety of university courses, including actuarial (Butt, 2014), economics (Lage et al., 2000), business fundamentals (Schullery, Reck, & Schullery, 2011), and statistics (Jaster, 2013; Strayer, 2012). Research into the effectiveness of the flipped classroom method

has been relatively limited due to its recent arrival on the educational scene. Early indications based mostly on student perceptions of learning have been predominantly positive across a wide spectrum of learning outcomes, even though there remains a paucity of direct evidence of its impact on student performance (Bishop & Verleger, 2013; Giannakos, Krogstie, & Chrisochoides, 2014; O'Flaherty & Phillips, 2015).

If the reader is interested in learning more about the pedagogical argument for flipped classrooms, or learning about other elements involved in flipped classrooms such as classroom set-up or in-class exercises, you are encouraged to check out the ANZAM 2016 PELT project. That project is more well-suited to provide a basis for any educator who may be unfamiliar with the flipped classroom methodology or the pedagogical impetus behind the shift towards flipped classrooms. This resource is strictly devoted to the online delivery component of flipped classrooms. Educational technology like Adobe Captivate has played a key role in facilitating this new instructional model. Unfortunately, like all new advances in technology, this can present a steep learning curve to new users. A significant amount of effort and skills acquisition on the part of educators is required to successfully design and implement a flipped classroom. The aim of this project was to produce a set of tools specifically designed to reduce the effort related to some of the more technical aspects of delivering the out-of-class (i.e. online) content for a flipped classroom.

About this Resource

As already noted, the intent of this resource is to provide assistance to relative newbies in delivering online material for a flipped classroom. It is therefore assumed that you, the reader, are an academic with an existing "traditional" set of course materials and likely have little to no experience of the technological ins-and-outs for developing and implementing online variations of the same material. This resource is therefore meant to provide a starting point for relatively new users of Adobe Captivate, a technology platform often used for flipped classroom content. There are a few important caveats regarding this learning resource, and specifically what NOT to expect from it:

1) This resource requires Adobe Captivate 2017 or a later version. This learning resource was developed using an Educational Edition (Single User License), although other variants of licensing are available. Other software options for developing online content for flipped classrooms include Lectora and Storyline, among others. The common objects and pages contained in this learning resource are not likely to be directly applicable to those other programs.

2) This resource will not help you decide what content to divert from existing material, or new content to develop, for the online delivery format. It requires a great deal of time and effort to prepare material for online delivery. For instance, you will likely need to record audio of the lecture material. If you are currently comfortable with delivering your lectures with few written notes, you may need to develop a more precise and lengthy written version of your lectures in order to facilitate clean audio recording and closed captioning. As well, some in-class exercises may not work well for online delivery, such as

anything that requires in-time conversation or back-and-forth dialogue between lecturer and student. All of this will need to be designed in advance of tackling the technical aspects of implementing the online material.

3) This resource is not a good absolute first place to start for someone completely new to using Adobe Captivate. It is recommended that readers develop at least basic familiarity with the software before attempting to apply the templates provided in this resource. Even though instructions are included for each major slide in this resource, it will be beneficial if you are at least familiar with where high-use commands exist and how they function. For example, the Timeline located at the bottom of the main screen is critical for locating different items on the slide. Spending even a few hours to gain basic familiarity with the software is advisable in order to be able to take full advantage of these templates.

4) This resource is not exhaustive of all the possible functionality contained in Adobe Captivate. There are a great number of things not addressed in this resource, such as developing backgrounds and colour schemes, handling closed captioning, developing quizzes and tests, etc. There are a goodly number of online tutorials, webinars, manuals, videos, and blog sites that can assist the reader on various aspects of Adobe Captivate. As with any sophisticated software program, there are usually multiple ways to handle any issue, and no single resource can possibly be exhaustive without being overwhelming. If you want to keep learning, there is plenty east to go.

Hopefully this resource will contribute in some meaningful, albeit limited, way to Australasia educators as they develop high quality functional flipped courses.

Citations

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