Positive Reinforcement: Keeping Students on Track within the Flipped Classroom.

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Some teachers may initially use a “hands-off” attitude for monitoring student progress. However, as students grow, their work is not done by the teacher’s hand.

Most students did not come close to completing their work. And, the teachers allowed it.

Readiness Quizzes help, but...

Within the first few or no class meetings, it was noticed that weekly participation to this end was not happening among some students.

Two approaches were employed.

1. Access to Wolfram Resource was limited to the completion of online Preparation and Review sessions and the last task for the students is to do.

2. An analog point system was used. To reward students completing their Preparation and Revised access the IMO. Those who did not and those who were late were not rewarded, even if they did it in the following class.

These low comments made for a boring, less interactive and a tedious approach to scoring and sharing points in class.

Review

While a lot of formal and informal discussion about improving classroom performance among students is often focused on teacher feedback, the latest discussion is that with feedback of any kind, student uptake will follow (Fy & Naylor, 2018). This is found in the classical teacher-fronted classroom as well as in flipped online-learning environments (Koehler, Heidlmair, Nitsch, & Krueger, 2012). In the online-learning environment, feedback is often not provided to students. However, in a flipped classroom, students are provided with feedback to improve their performance (Koehler, Heidlmair, Nitsch, & Krueger, 2012). For example, students are asked to submit a homework assignment before class, and then receive feedback on that assignment during class.

The Question is Why.

Students may calculate their grades without the e-learning component and conclude that the feedback provided was worthless.

The teacher may feel that over the e-learning component and regard it as important.

As either of both these two attitudes, apathy quickly sets in that can undermine curricular goals.

From Here to There...

The process employed that turned Moodle into a reinforcing assignment is to use a system to reflect on feedback in a design context.

The goals of the flipped classroom were to enhance student participation in online modules and to provide teachers with feedback to improve their teaching methods.

Analog Point System - It's Tangible and it works!

This point system in class is made to encourage Student to Student and Student to Teacher interaction. This stamp system was also used reward outside class activity towards a new direction.

Analogy Point System - Coding

In order to determine which stamps were awarded for in class work, such were applied in a right side up manner. Stamps used to reward students for doing online work on time were stamped upside down, thus making for an easy visual.

Analog Point System - Teacher’s View

It is argued that this introduction of a positive reinforcement schedule was a sufficient external additional motivator for most students completing their work on time.

It was also observed that the overall feeling in the class was more positive than negative.

When the Moodle Progress Bar is used, it is easy for the teacher to check student performance either on a print out before class, or online during class.

Discussion

Simply having an elaborate e-learning component is no guarantee for full curricular participation.

Incorporating other elements into the aggregate, such as a reward system in this case, can make for a class milieu that is more likely to

1) realize curricular goals and

2) contribute to an atmosphere that is more positive for both the learner and the teacher.

The benefit is that the role of the teacher as a classroom police officer is reduced and the role of the teacher as task facilitator is elevated.

Keeping the literature in mind, application of such a point system is not limited to a classroom environment, but to online learning environments where teacher supervision is an expectation.

Sources


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