

## **CSE VLC Session 5**

### **Flipped Classroom and Peer Instruction**

### **Homework Assignment**

**Instructions:** Post to Session 5 folder of our web portal

**Due:** Monday at Noon, November 25<sup>th</sup>

#### **Course Title**

OLS 450 “Project Management and Human Resources” a Senior-level class focused on project toolsets and techniques for College of Technology Organizational and Leadership students.

#### **Flipped Classroom**

A Flipped Classroom is a pedagogical approach where students acquire knowledge before coming to class and engage in activities during class. Have you tried a flipped classroom? If so, please share the following in your homework assignment.

- 1) What do students do to prepare outside of class? Videos? Reading assignments? Homework exercises?
  - 2) What do you have students do inside of class instead of lecture?
  - 3) Provide 1-2 resources would you recommend for a professor considering this approach?
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- 1) I have the students watch TED talks or some salient video regarding the themes for the Senior Project Management Course.
  - 2) We open each class with dialogue and what if scenarios; I typically throw a curve ball to the solution or suggestion. Thinking on our feet over the ambiguity is real world. We often then relate the topic to something that is a current event example as well.
  - 3) Typically each campus has a Center for Teaching / Instruction where there is awesome material on flipping the classroom.

#### **Peer Instruction**

Peer Instruction is a pedagogical approach where students spend much of the class time responding to multiple-choice questions and discussing answers in groups of 2-4.

In preparation for our next virtual meeting:

Read:

Simon et. al. 2010. Experience Report: Peer Instruction in Introductory Computing. *Proceedings of SIGCSE Symposium.*

Crouch & Mazur. Peer Instruction: Ten years of experience and results. *American Journal of Physics*. 69 (9), September 2001.

Watch:

There are many good videos posted by the Carl Wieman Science Education Initiative [http://www.cwsei.ubc.ca/resources/SEI\\_video.html](http://www.cwsei.ubc.ca/resources/SEI_video.html)

In particular:

- Student and Teachers Speak about Clickers
- How to use Clickers Effectively
- Anatomy of a Clicker Question

Write:

Create three clicker questions for your course that include appropriate distracters (wrong answers) and that are not too easy or too hard for students to do on their own.

1. As an agreed upon deadline approaches, the project manager realizes only 80% percent of the work has been completed. The project manager then issues a change request. What should the change request authorize?

- A. Additional resources using the contingency fund
- B. Escalation approval to use contingency funding
- C. Team overtime to meet schedule
- D. Corrective action based on causes**

2. The PM develops a process improvement plan to encourage continuous process improvement during the life of the project. Which of the following is a valid tactic to assist the PM to assure the success of the process improvement plan?

- A. Change control system
- B. Process analysis**
- C. Benchmarking
- D. Configuration management system

3. The project manager meets with the project team to review lessons learned from previous projects. In what activity is the team involved?

- A. Performance management
- B. Scope identification
- C. Risk identification**
- D. Project team status meeting

Critical thinking questions that relate the reading to real-world practice seem to keep the most engagement and enthusiasm. We also move away from one-right answer scenarios to a world of various options and consequences.