

# Teamwork in a Blended/Flipped Freshman US History Survey Course

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## Purpose

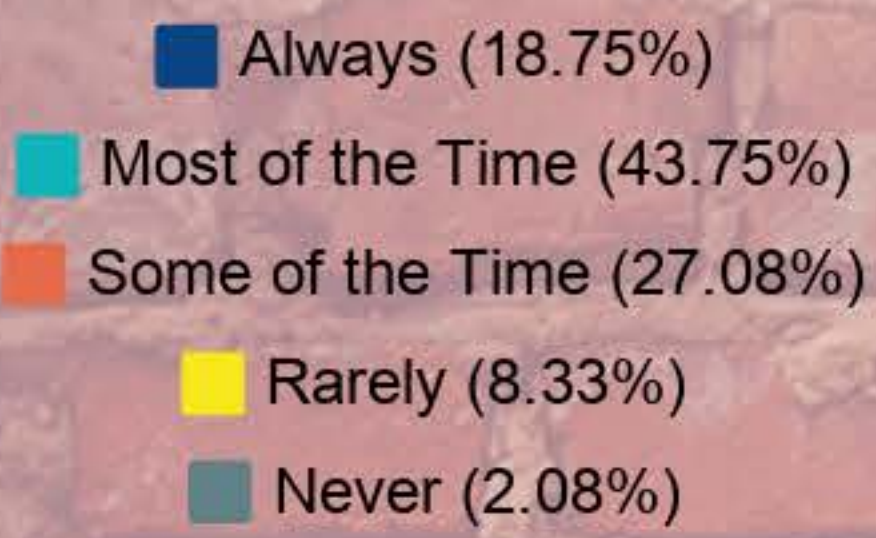
To improve retention rates for HIST 1311/1312 (two of the most indicative classes for student success in earning *any* undergraduate degree from UTA) using a blended/flipped format with in-class teamwork exercises utilizing course content to focus on the core curriculum objectives (critical thinking, written communication (historical analytical writing), ethics, and civics).

### DFW Rates

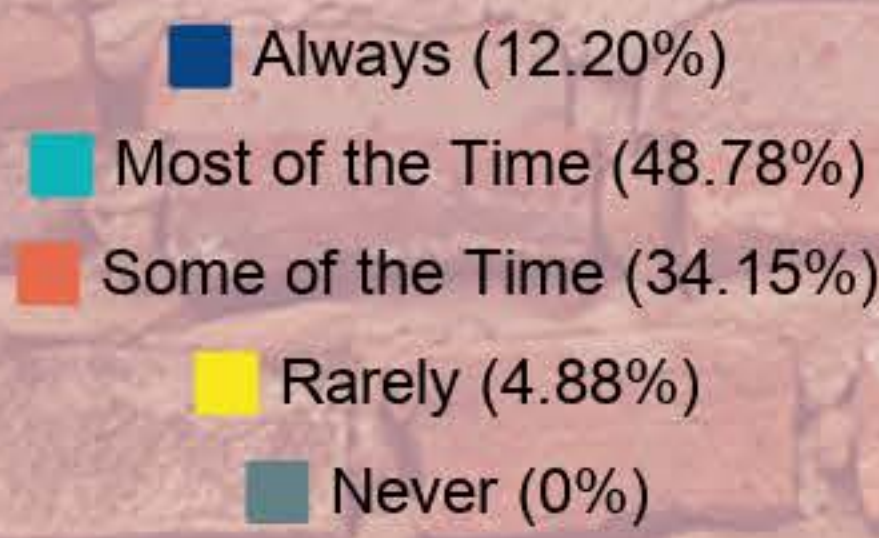
Fall 2017 (all 1312)  
27%

Teamwork Model  
12%

## Class Prep: Watch Videos



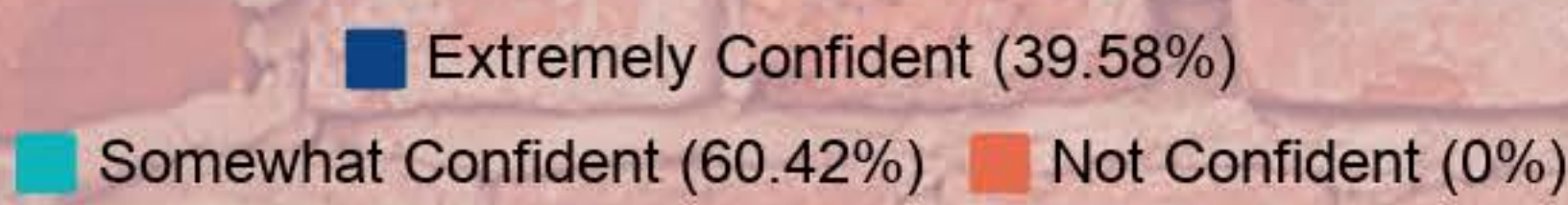
## Class Prep: Read Materials



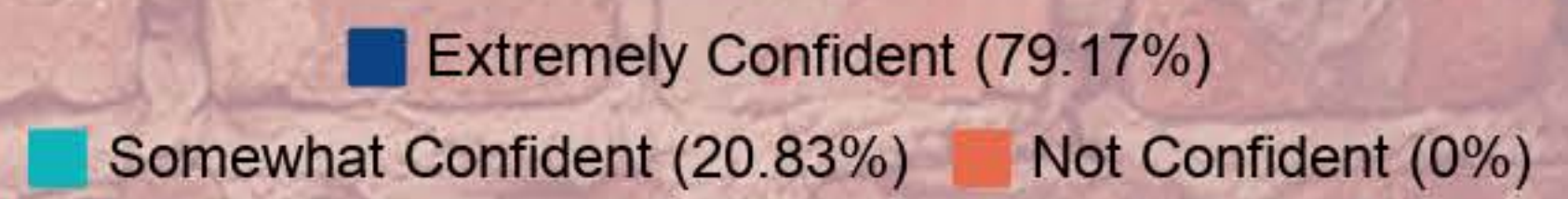
## Experimental Course Design Elements

- Blackboard-delivered lectures and readings/materials (blended element)
- Students turned in a short class prep assignment prior to weekly class teamwork session
- Class of 60 students. Half attended the Monday session, half attended the Wednesday session. Each session divided students into 5 permanent teams.
- Students took weekly quizzes and worked on historical problems or skills as teams
- Friday session allowed make-ups for missed classes and offered extra credit lectures and discussions for other students
- Students modeled good writing in class team exercises and completed a one paragraph analysis (with feedback) before attempting full analytical essay.

## Confidence in Knowledge before Class Session



## Confidence in Knowledge after Class Session



## Monday/Wednesday Classroom Session

- "Ask Us Anything" (first 10 minutes) - free-ranging discussion where students could ask about materials under study, items in the news, or other questions. Instructor and TA would answer and provide historical context as appropriate. Great icebreaker often leading to interesting class discussions.
- Team Quiz over weekly Blackboard materials (10 minutes)
- Team Activity (15-20 minutes) on analytical skills, problem solving, or historical role-playing focusing on the core objectives for the course using that week's historical topic.
- Full Class Discussion (10-15 minutes) where instructor asks for team reports and ties responses together into the historical context, providing review of key points from the weekly materials/topic.

## Comparison to HIST 1311 Experience



## Writing Analysis

The Blended/Flipped Experimental section and a fully online HIST 1312 section shared One Paragraph Analysis and Full Essay assignments utilizing the same grading rubric. Both sections offered tutorials on writing history papers (in-class team activity for blended). All papers for the sections were analyzed for LIWC Analytic Variable (the degree to which people use words suggestive of logical and hierarchical thinking) and LIWC Clout Variable (the degree to which people use words suggestive of confidence). Student responses similar to NY Times article (more analytical).

	ONE PARAGRAPH ANALYSIS		ANALYTICAL ESSAY (2-3 PAGES)	
	Blended/Flipped Section	Fully Online Section	Blended/Flipped Section	Fully Online Section
Average Grade	78%	78%	82%	79%
LIWC Analytic	96.64	95.91	95.12	95.49
LIWC Clout	64.04	61.97	68.03	62.02

## CONCLUSIONS

- Blended/Flipped Teamwork Model improves retention rates
- Students report higher levels of engagement and overall satisfaction with the Blended/Flipped Teamwork Model over traditional Lecture Model
- In-Class Teamwork Sessions increase student confidence in knowledge of course materials
- In-Class Teamwork Sessions allow for increased focus on state-mandated core objectives
- Student analytical writing shows improvement in confidence of argument and overall grade average in Blended/Flipped Teamwork Model compared to Fully Online section

## NEXT STEPS

- Increase rates of engagement with blended (online) materials by creating more interactive content
- Consider ways to scale course to a large section size

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