**Q&A from Joe Cannon’s “Flipping the Classroom” presentation on May 22, 2020.**

On May 22, 2020, I gave a presentation, “Flipping the Online Classroom” for faculty interested in adding more active learning to their online classes. The slides from my presentation a link to download my eBook, “Flip Your Marketing Class,” and other resources is available in [this blog post](https://teachthe4ps.com/teaching-technology-tips/flipping-the-online-classroom-resources-for-online-active-learning/). The follow-up from this session – including this document with my answers to your questions and some of your comments can be found at this blog post .

***Where can I learn more about Proctorio, McGraw-Hill’s online proctoring solution?***

<https://www.mheducation.com/highered/connect/proctorio.html>

***Do you provide video lectures for your face-to-face class? Curriculum design for an online course takes more work. Adding a video lecture to a face-to-face appears to be more work. Is it worth it?***

I do not normally do this. That said, our online MBA program counts on that. We are fortunate to have recording capabilities in many of our classrooms. So this past spring, many of our faculty went to the classroom and delivered lectures that were recorded. Students could show up live or watch it later at their convenience. Under normal circumstances, I do not think it is worth it to record lectures. Under the current situation, it may be necessary.

***How do you observe in an online class?***

There are (at least) two ways this could be done. First, if you are teaching synchronously and have the ability to put students into “break out rooms” (Zoom allows this), you can visit student teams. Second, you can create some sort of discussion board activities and then watch what students are doing and saying and comment during and after. If you don’t think students will come back to the Board, you could hold them accountable or post some sort of video or written comments on what you observed. Use it to clarify misunderstandings, highlight exceptional responses, or build on their comments to make additional points.

***How will the this group work model work with social distancing guidelines?***

Good question. See answer to question above. There are breakout rooms in Zoom and some other online tools. If you are teaching asynchronously, you can recommend (I hate to require since it can be very difficult for some student situations) that they work with another student.

***How do you interact with 60 + students divided into 15-20 groups?***

I am assuming you mean in the online space. See question above on “observing” an online class. In addition, when all students return to the main video space, you could use the “chat” feature and ask one person from each team to share two insights. Then you can cherry pick those that help make your point.

***Can you repeat what rolling attendance is?***

As I understand it, it is one of the options our school is considering if we go face-to-face teaching in the fall, but we still have social distancing (or group gathering) limitations. So for example, if I have a class of 40 students it may mean that only 10 can be put into the classroom with proper social distancing. So that might mean that each student attends every fourth class session. For the other sessions, we record what happens in the class and students will attend synchronously or asynchronously online.

***Does PlayPosit charge monthly?***

I am not sure how PlayPosit charges. Check with them at: <https://go.playposit.com/>

***Curious if Prof Cannon's recommendations are more for undergrads OR the same for both undergrads & grads? If not the same, what are some recommendations for grad level?***

My recommendations are similar for both. That said, I tend not to use multiple choice exams or the SmartBook questions for my grad students. And because the grad classes are more focused on higher-order learning objectives (higher on Bloom’s) I use more critical thinking activities.

***May I get a copy of Nicole's Bloom's Heirarchy and the tool?***

If you email me at [Joe.Cannon@colostate.edu](mailto:Joe.Cannon@colostate.edu) I can send it to you.

***What is the website for the book?***

Not sure which book you meant. You can download my eBook “Flip Your Marketing Class” at <https://teachthe4ps.com/>. Click here you are interested in [*Essentials of Marketing 17e*](https://www.mheducation.com/highered/product/essentials-marketing-perreault-cannon/M9781260260373.html)*.*

***How do you get students to complete homework? It seems to be a REAL PROBLEM in 2020!***

Basically, I find that you have to hold them accountable. Assign points to something and give it a due date, and compliance is very high among my students. Getting students to do the reading before class was a challenge before I started using SmartBook. But now, students have to answer a bunch of questions before coming to class (they get points for doing that). The Connect Exercises also have the same ability to be automatically graded.

**YOUR IDEAS!**

* using guest speakers.
* At my college, we use Microsoft Teams, and all scheduled sessions are recorded so that if a student is not present virtually, he or she can go to the recording to listen to what was discussed and worked on during the session.
* I assign a small amount of points for completing Learn Smart assignments; I also require a minimum amount of time to spend per assignment. In addition, not completing a Learn Smart assignment results in a small point penalty. Completion is in the high 90% range.
* Have the students share stories
* from Mary Jove to all panelists:
* My students in marketing complete a digital marketing plan. My management students analyze a real for profit organization.
* I gamify by offering points to the first few correct private chats to a question.
* For a synchronous class, I created scripted role plays and assigned parts ahead of time.
* We can also email the blog site & recording to all registered attendees!
* Group debates, scored by students, winning groups get something "extra"
* Allow students to utilize video chats for an assignment online especially during the coronavirus. It allowed students in the class to connect with each other.
* and assigned parts ahead of time.
* Group debates, scored by students, winning groups get something "extra"
* Allow students to utilize video chats for an assignment online especially during the coronavirus. It allowed students in the class to connect with each other.
* I started using VoiceThread in an asynchronous classroom because I can do video or PowerPoint slides and ask students questions or get them engaged in the class.
* I use team-based competitions to engage and motivate students. They love to play competitive games.
* Would like a recording of today's seminar. I've already bookmarked his blog site.
* I use what I call "Drop the Mic" to have students say what they learned and how they will use it at the end of the class.
* One idea we got from our students was to have the link to the class open 10-15 min. early so students could "chat' before class as they would in a real classroom. We're calling it "coffee chat" time, and students know the link will be open 15 min. early, and they know that faculty likely won't be "in" the room until a minute or two before had, and we pledge not to quietly join or listen in. Students are much more ready to learn if they have a few minutes to connect beforehand.
* I drop the lowest score