

Developing a  
**Community of Practice**  
through  
**Interdisciplinary Research**

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**WELCOME**  
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**Bobbie Seyedmonir**  
*West Virginia State University, Center for Online Learning*  
**Kevin Barry**  
*West Virginia State University, Biology Department*  
**Mehdi Seyedmonir**  
*West Virginia State University, Education Department*  
and  
**Mark Chatfield**  
*West Virginia State University, Biology Department*

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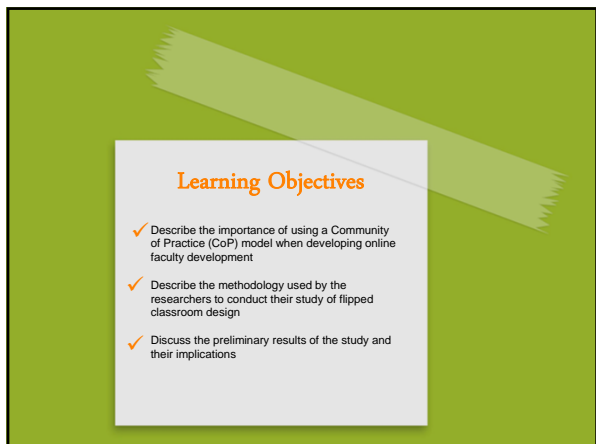
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**Learning Objectives**

- ✓ Describe the importance of using a Community of Practice (CoP) model when developing online faculty development
- ✓ Describe the methodology used by the researchers to conduct their study of flipped classroom design
- ✓ Discuss the preliminary results of the study and their implications

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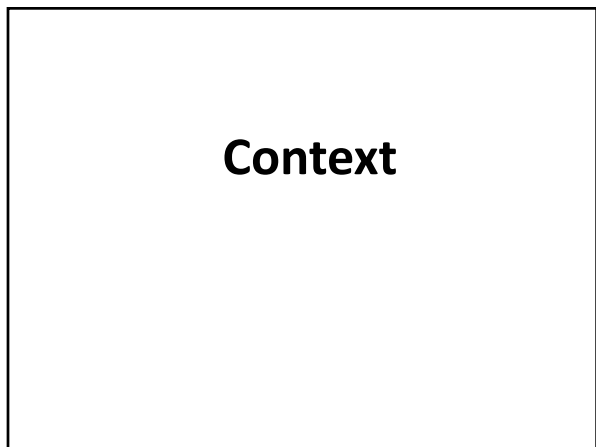
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**Context**

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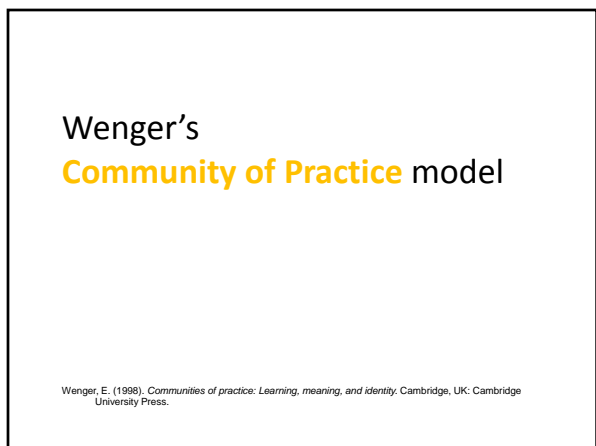
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**Wenger's  
Community of Practice model**

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.

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Move away from a technical approach to training and toward the development of **reflective practitioners**

Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, 32(3), 421-439.

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Statewide affiliation with **Quality Matters**

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Center for Online Learning

Online Teaching Institute



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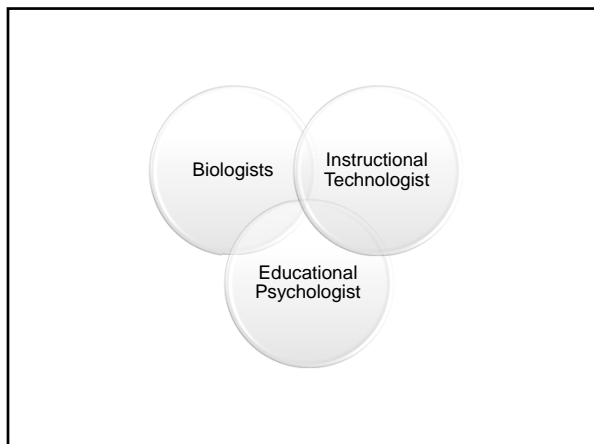
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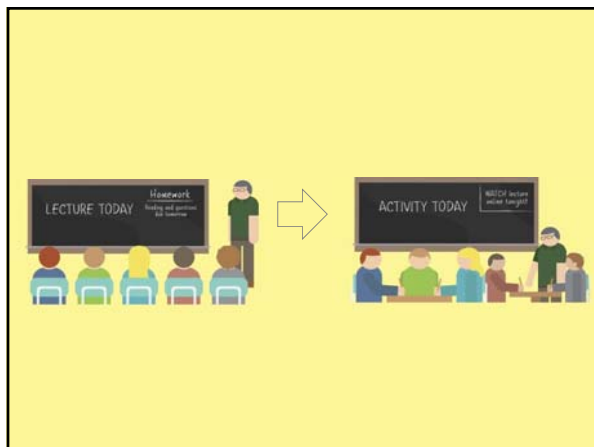
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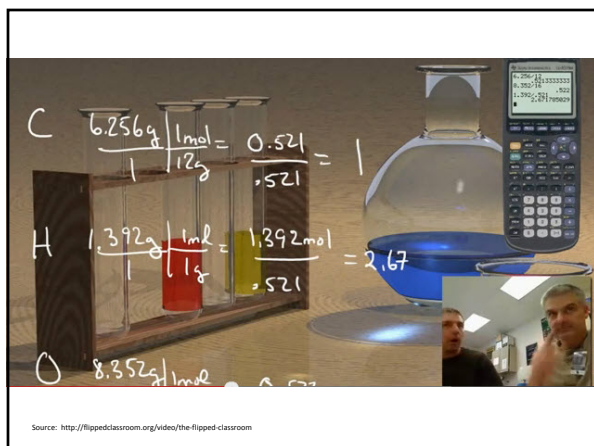
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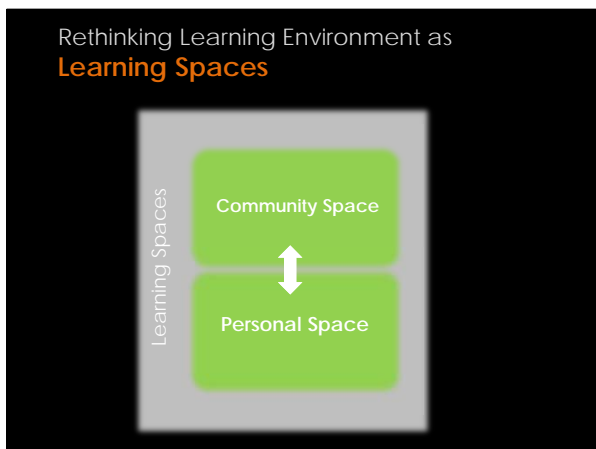
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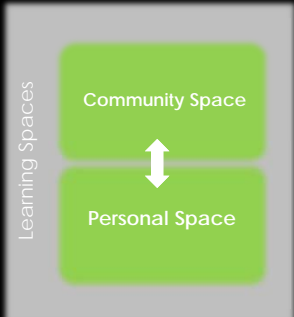
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What learning activities take place in each space?



The diagram shows a vertical grey rectangle labeled 'Learning Spaces' on the left. Inside this rectangle are two green rounded rectangles. The top one is labeled 'Community Space' and the bottom one is labeled 'Personal Space'. A white double-headed vertical arrow connects the two green boxes.

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The Critical Question in Managing Learning Spaces

What is the best use of the community space (especially the F2F class time)?

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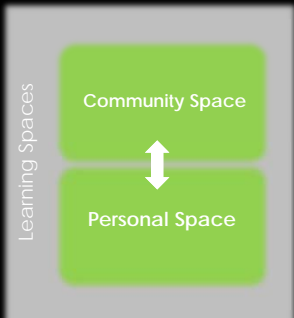
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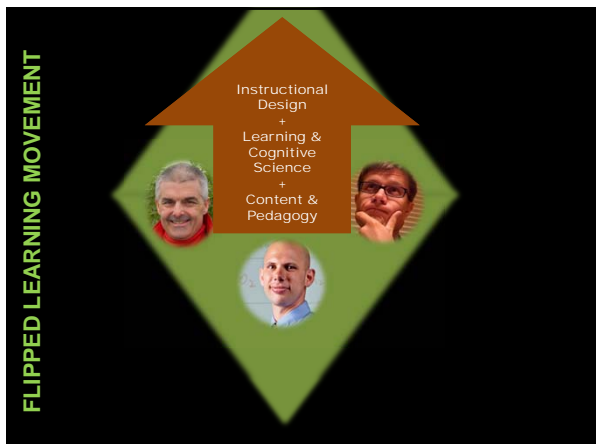
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**Research Questions**

Does flipped classroom design lead to better learning outcomes?

How do students perceive the efficacy of this format?

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Four sections of Biology 101



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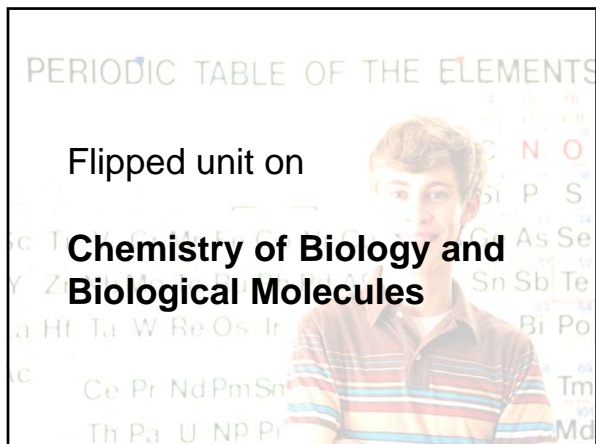
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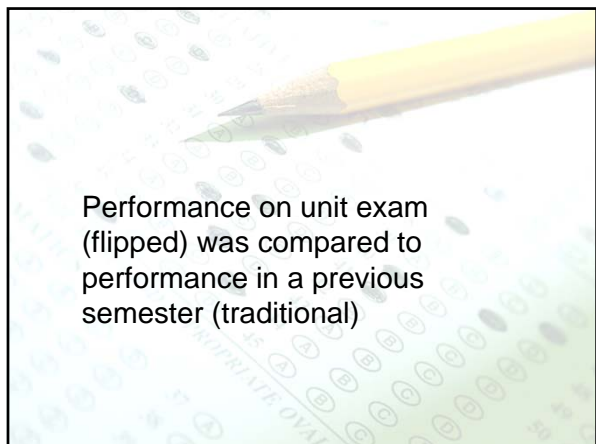
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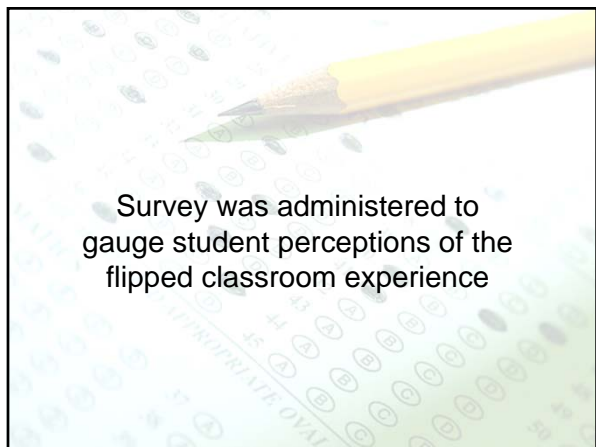
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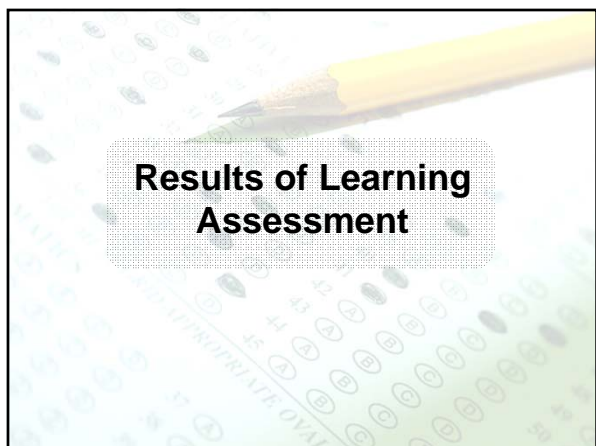
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**Overall** performance on exam was not significantly different

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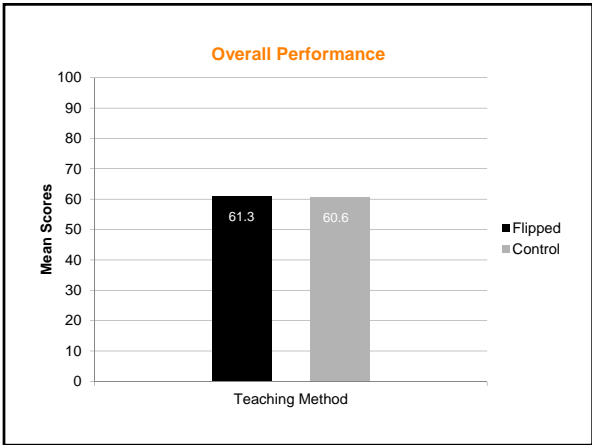
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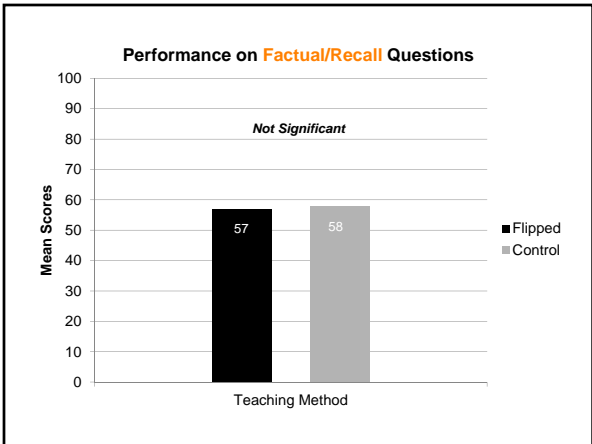
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Performance on **application** type questions was significantly higher in the flipped group

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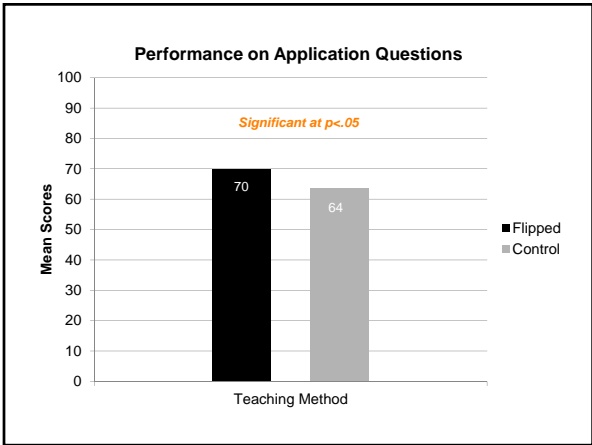
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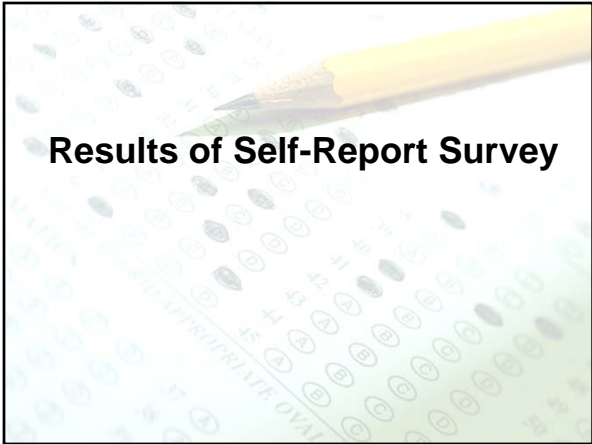
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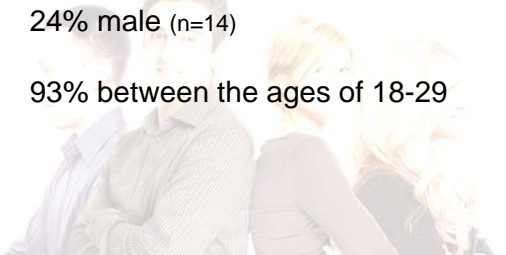
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62% response rate (n=61)

76% female (n=45)

24% male (n=14)

93% between the ages of 18-29



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Students reported general satisfaction with the format

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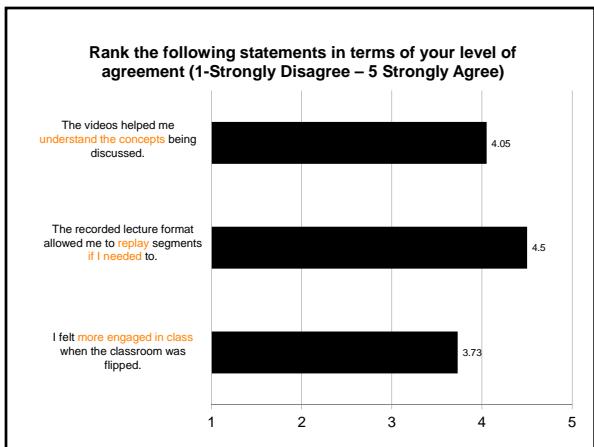
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### Learner Autonomy

“ I thought the flipped classroom method was effective because I could watch it on my own time. I enjoyed the fact that I could rewind parts that I did not understand and I could rewatch the videos if necessary. ”

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### Active Classroom

“ I liked the flipped classroom method, because I could watch the videos and go through the PowerPoint on my own. Then it was great to do the homework in class because I had already seen the videos and PowerPoint, so if I had any questions I could ask them. Lecturing in the classroom just gets boring, but when we engage in the class and work together, I feel like it was easier to learn. ”

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### Loss of Real Time Response

“ I did not like not being able to communicate and ask questions. ”

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### Technology Problems

“ Something that was ineffective was the quality sometimes it worked and sometimes didn't it would go back to a different slide but It wouldn't repeat anything he said on that slide. ”

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### More Work for Student

“ I did not like spending so much time out of class working for the class. ”

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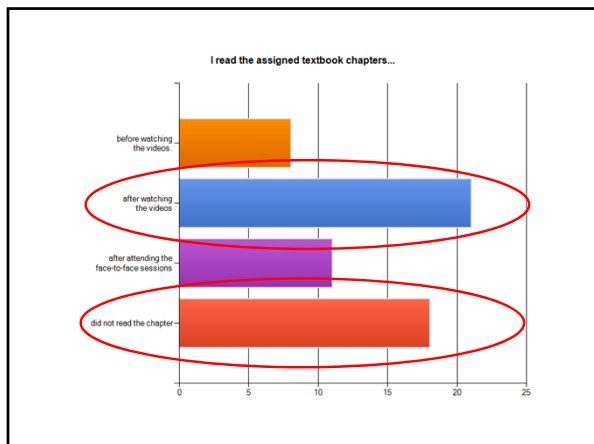
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Lessons Learned

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Questions

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**Thank You**

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