

# Marketing: Flipping the Online Classroom

Active Learning for Online Teaching

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# Introductions

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# Agenda

1. Welcome and Introduction
2. Passive and Active Learning
3. What is a Flipped Class?
4. Challenges in the Pandemic-Induced Online Classroom
5. Tips and Tricks for Flipping the Online Classroom
6. Questions and Comments

**Poll question:**  
***What is your home discipline? (use poll)***

- a) Accounting
- b) Computer Information Systems
- c) Finance
- d) Management (Strategy/HR)
- e) Marketing
- f) Supply Chain Management
- g) Economics
- h) Other



***What do you hope to get out of this session? (use chat)***

- Comment in sidebar





## Passive and Active Learning

# Passive Learning and Active Learning

- *Passive learning* – “students receive, absorb, and record the knowledge delivered by an expert – usually a faculty member or textbook” (McManus 2001).
- *Active learning* – “any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful activities and think about what they are doing.” (Prince 2004)

# What is active learning?

- “Does Active Learning Work? A Review of the Research” (Prince 2004)
  - “The core elements of active learning are **student activity** and **engagement** in the learning process.”
  - “*Collaborative learning* can refer to any instructional method in which students work together in small groups toward a common goal.”
  - “*Cooperative learning* can be defined as a structured form of group work where students pursue common goals while being assessed individually.”

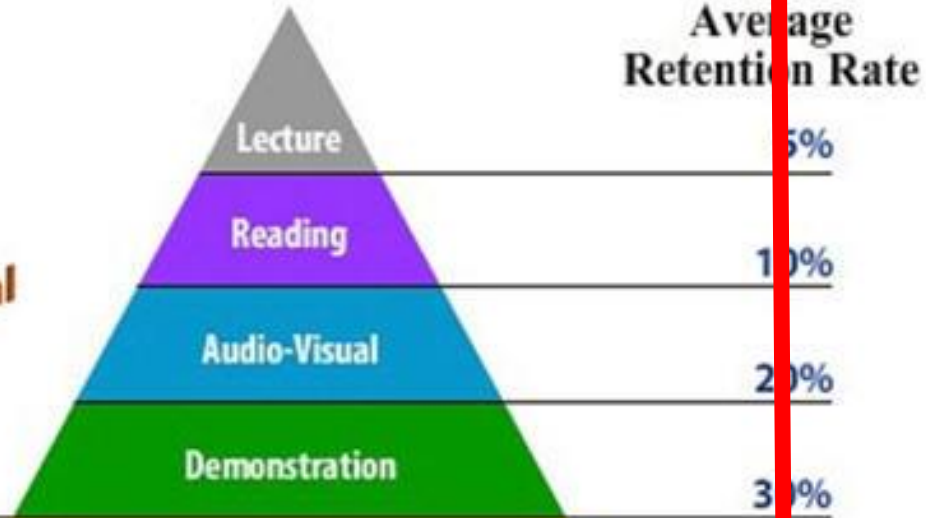


# Why active learning?

## Dale's "Cone of Experience"

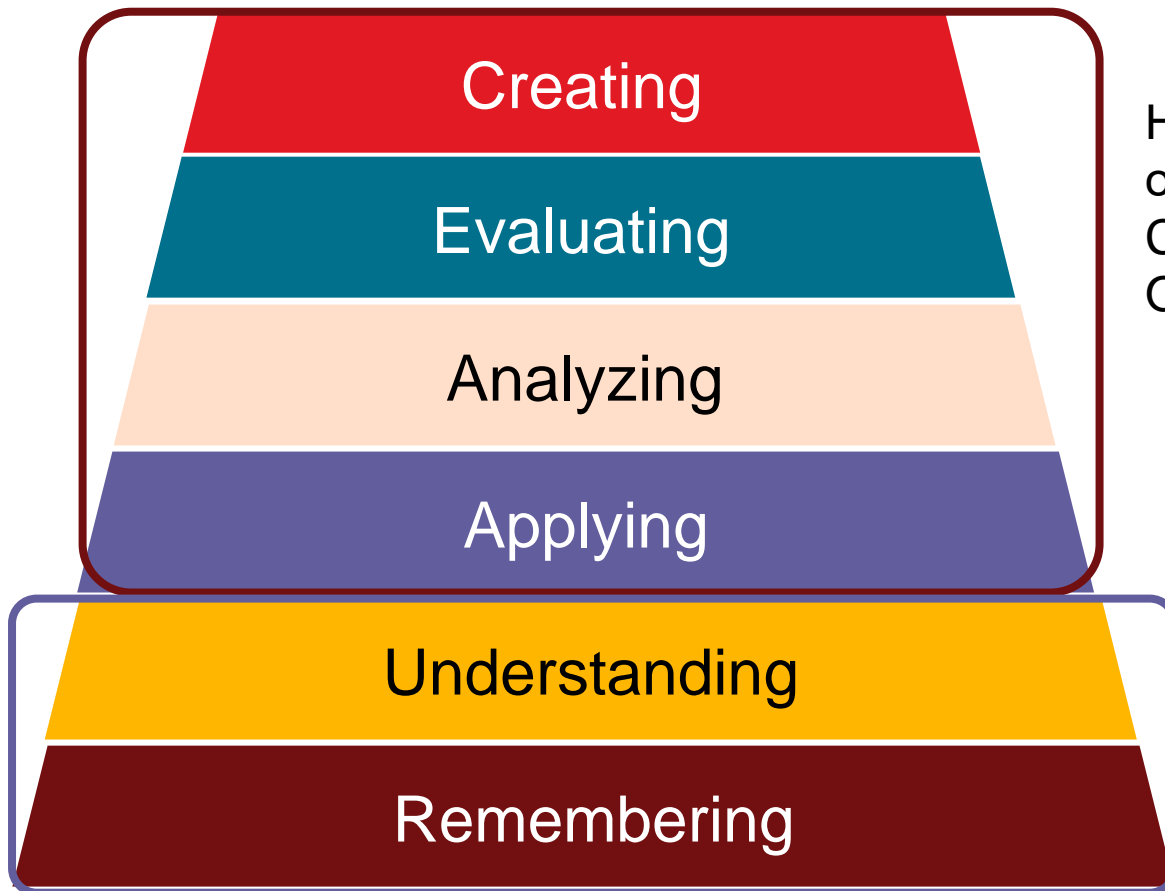
### Learning Pyramid

*Traditional  
Passive*



Source: National Training Laboratories, Bethel, Maine

# Bloom's Hierarchy of Cognitive Learning Objectives



Active Learning...

Helps achieve higher-order Bloom's Cognitive Learning Objectives

While simultaneously aiding with lower-order objectives



## What is a Flipped Class?

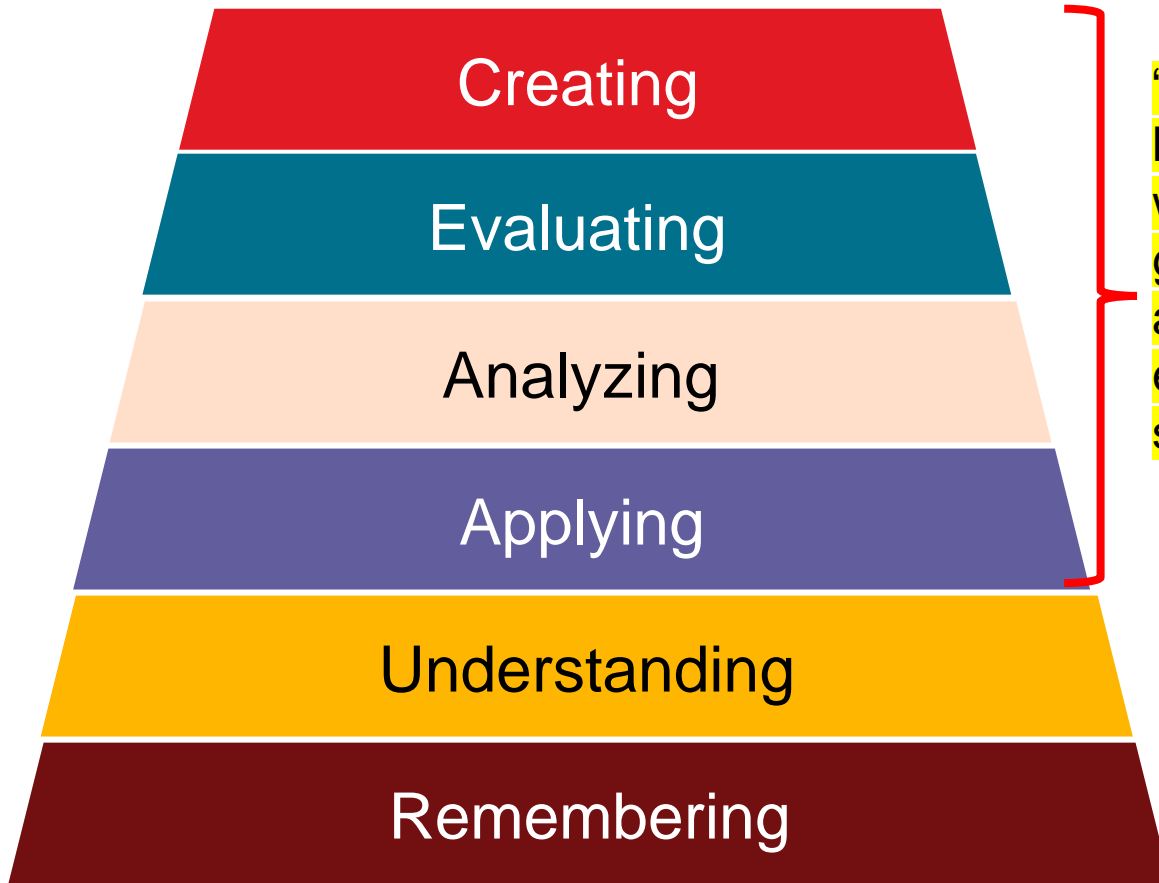
# What is a "flipped" class?

"...inverting the classroom means that events that have traditionally taken place inside the classroom now take place outside the classroom and vice versa" (Lage, Platt, and Treglia, 2000, 32).

"The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions" (EDUCAUSE, 2012, 1)."

"...a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter." (Flipped Learning Network, 2014, p. 1).

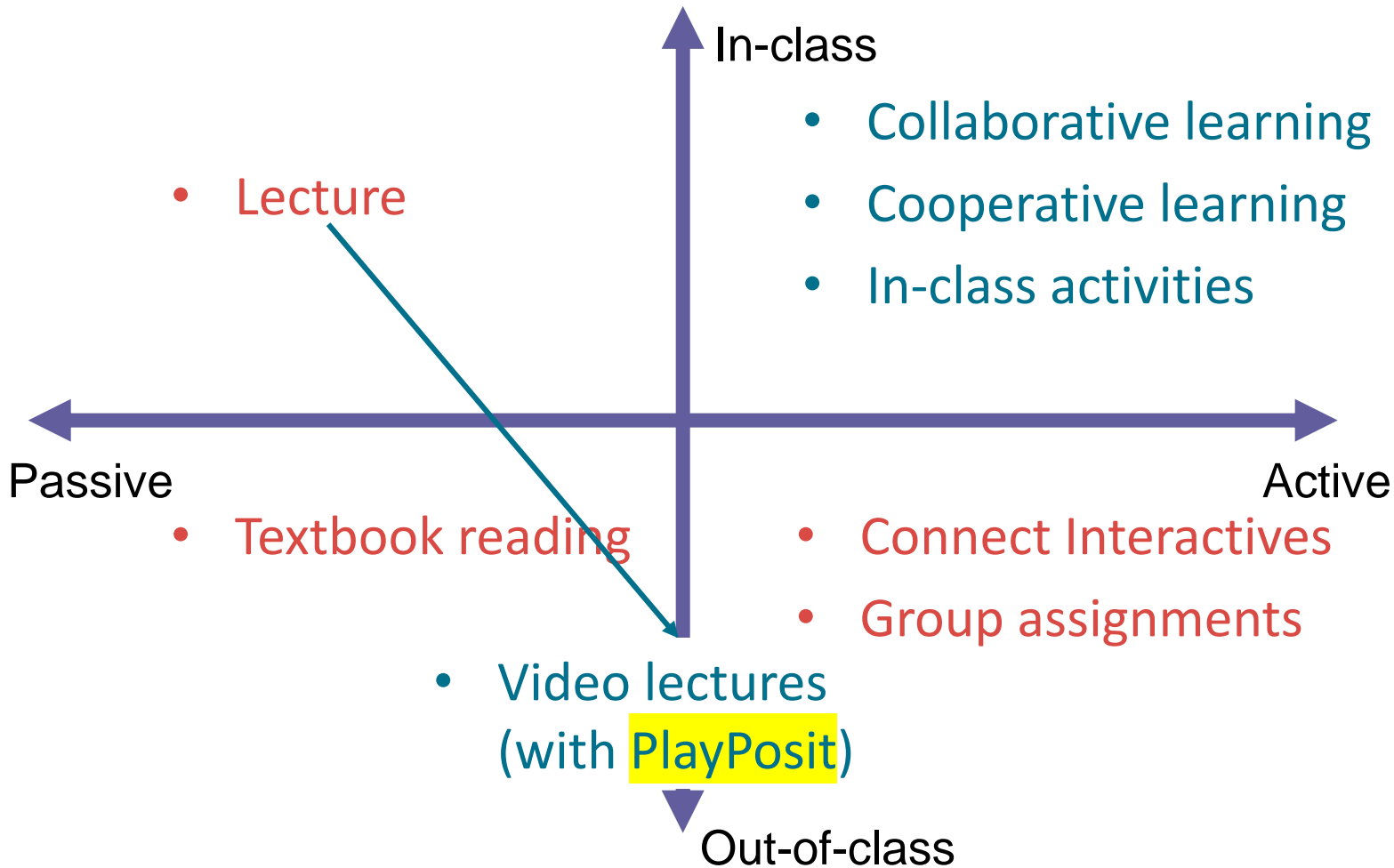
# The Flipped Class & Bloom's Hierarchy of Learning Objectives



“...dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

We cannot get to the upper levels until we first understand and remember a concept, often most efficiently through passive learning

# Flipping the class means...



**Poll question:**  
***Have you used a McGraw-Hill SmartBook in one of your classes? (use poll)***

- a) Yes, currently.
- b) Yes, in the past.
- c) No.



# The structure of my flipped class

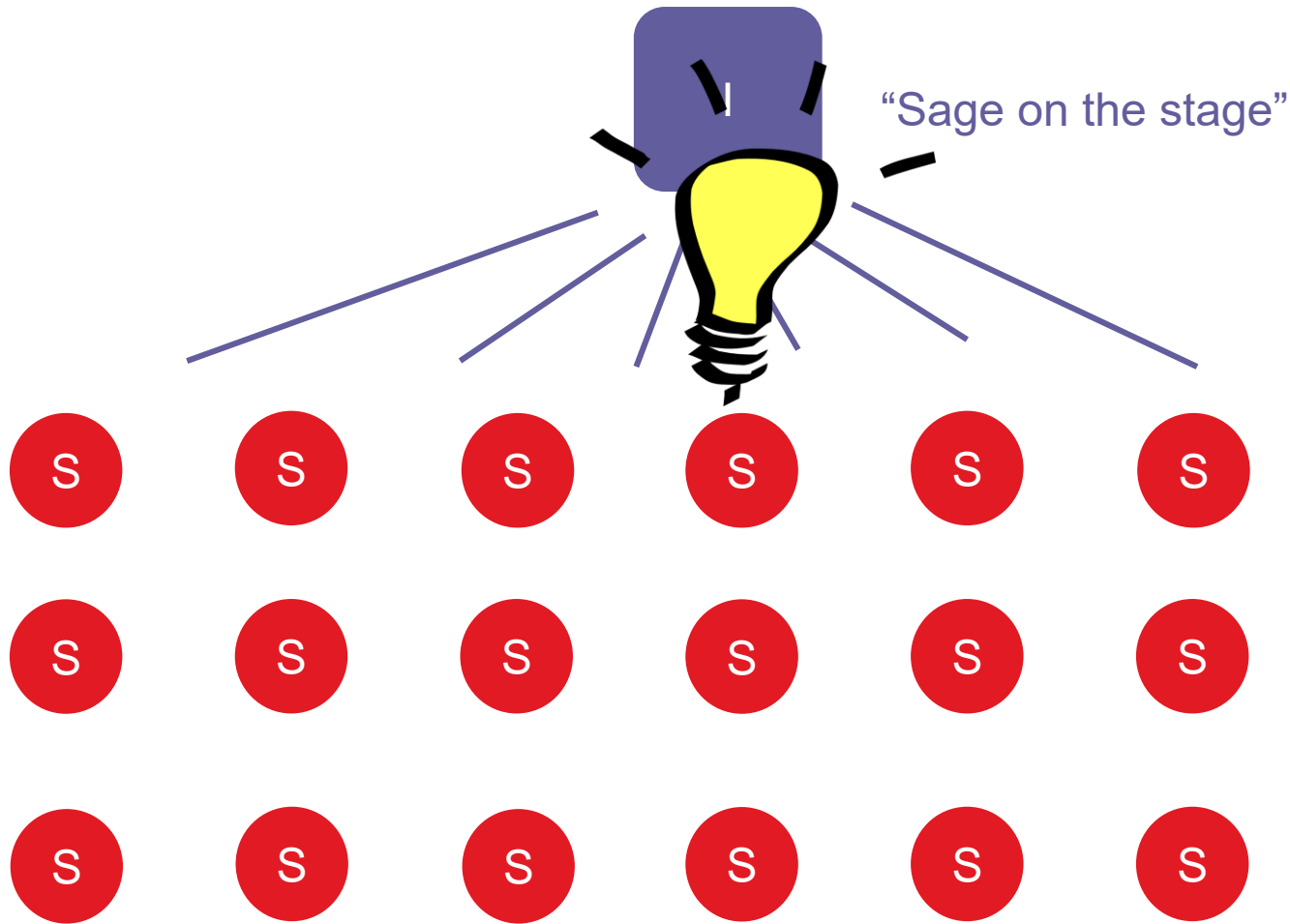
1. Knowledge acquisition
2. Accountability/readiness
3. Application
4. Reinforcement and assessment

- McGraw-Hill SmartBook
- McGraw-Hill Connect Interactives
- PlayPosit (add questions to video)

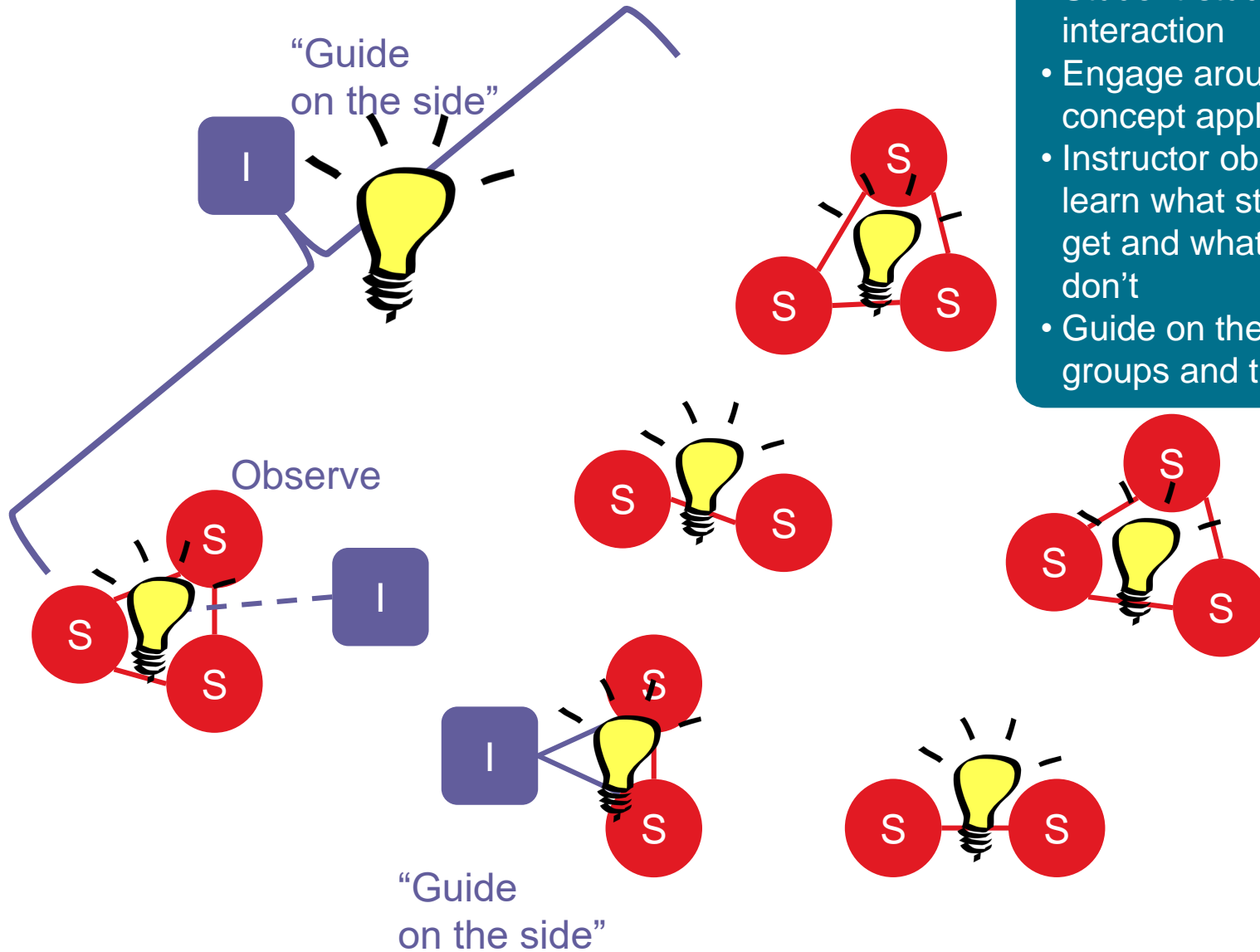
- Multiple choice exams
  - Consider McGraw-Hill Proctorio for online proctoring
- Consider other forms of assessment



# My traditional classroom...



# My flipped classroom...



## Key elements:

- Student-student interaction
- Engage around concept application
- Instructor observes to learn what students get and what they don't
- Guide on the side to groups and the class

## Challenges in the Pandemic- Induced Online Classroom



# Challenges (and Considerations) for Instructors

- Support staff
- Technology (LMS, Zoom, Teams, other)
  - What's available to me?
  - What am I comfortable using?
  - How do I use it?

# SAMR Model of using technology in teaching (Dr. Ruben Puentedera)

Levels	Technology...	Examples...

# Challenges (and Considerations) for Instructors

- Support staff
- Technology
  - What's available?
  - What am I comfortable using?
  - How do we use it?
- Imposed delivery mode?

**Poll question:**  
***Which of these delivery modes will you (probably) use this fall? (use poll; check all that apply)***

- a) Face-to-face
- b) Synchronous online
- c) Asynchronous online
- d) BOTH synchronous and asynchronous for the same online class
- e) Hybrid classroom
- f) Rolling attendance (social distance) F2F with recording
- g) F2F with possible short notice switch to online



# Challenges (and Considerations) for Instructors

- Support staff
- Technology
  - What's available?
  - What am I comfortable using?
  - How do we use it?
- Imposed delivery mode?
- Class size
- Learning objectives for each class (higher or lower on Bloom's)



# Challenges (and instructor considerations) for Students

- Time availability
- A place to study and engage with the class
- COVID-19 challenges – caring for family, at home with family challenges
- Technology
  - Do they have a laptop?
  - Internet (or other technology) availability?
  - Skills to navigate new technology?

**Tips and Tricks  
for Flipping the  
Online  
Classroom**



# Goals for increasing active learning

At a minimum:

- Increase student engagement with material
- Get students to apply concepts

Seek opportunities to:

- Foster greater learner-to-learner interaction
- Seek opportunities for adaptive and reactive interaction
  - Observe
  - Be the “Guide on the Side”

# McGraw-Hill SmartBook and Connect

1. SmartBook 2.0
2. iSeelt! videos (concept level videos)
  - Built-in multiple-choice questions
  - Consider adding them to a discussion board
3. Video Cases/Case Analyses
4. Marketing Analytics: Data to Knowledge
5. Marketing Plan Prep Exercises
6. Application Based Activities
  - Marketing Mini Sims → Practice Marketing
    - Consider adding a group, written marketing plan
  - Role Playing Sims
7. Writing Assignment Plus
8. MHE Principles of Marketing Video Library

Great to add (some) when...

- You have limited time
- Larger class sizes
- Learning is asynchronous

# McGraw-Hill Connect Marketing Assets x Bloom's Cognitive Learning Objectives

	SmartBook® 2.0	iSeeit! Videos	Video Cases/Case Analyses	Marketing Analytics	Marketing Plan Prep Exercises	ABAs/Marketing Mini Sims	Writing Assignment Plus
<b>Higher Order Thinking Skills</b> ↑							
<b>CREATE</b>							✓
<b>EVALUATE</b>						✓	✓
<b>ANALYZE</b>			✓	✓	✓	✓	✓
<b>APPLY</b>		✓	✓	✓	✓	✓	✓
<b>UNDERSTAND</b>	✓	✓	✓	✓	✓	✓	✓
<b>REMEMBER</b>	✓	✓	✓	✓	✓	✓	✓
<b>Lower Order Thinking Skills</b> ↓							

# Disciplines with McGraw-Hill Connect Application-Based Activities

Business Law

Principles of Management

Student Success

Principles of Marketing

Introduction to Business

Management (Self-Assessments)

Medical Office

Environmental Sciences

Operations Management

Communications

Economics

Geology

Government

International Business

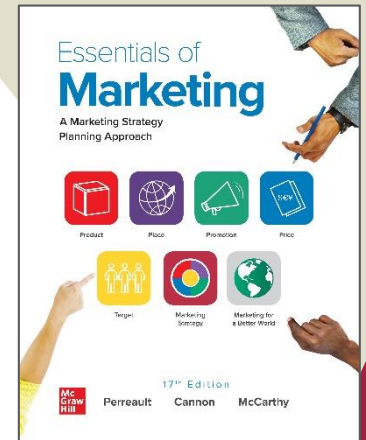
Personal Finance

World Languages

# Stimulate Discussion and Critical thinking Elements of *Essentials of Marketing*

(similar options with other textbooks)

1. In-Class Activities
2. Chapter opening cases + discussion questions  
(end of chapter questions 1 and 2)
3. Marketing for a Better World (#M4BW)
4. Ethical dilemmas
5. What's Next? (future of marketing)
6. Marketing Analytics in Action (practice and discussion oriented)
7. Marketing Planning for Hillside Veterinary Clinic
8. Personal Marketing Plan Project
9. Case studies

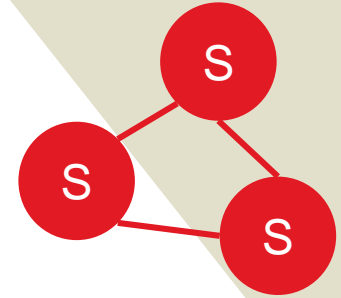


## Best when...

- You have more time
- Smaller class sizes
- Learning can be asynchronous (Discussion board) or synchronous (if you can use breakout rooms (tech?))

Most Connect Interactives can add a discussion/critical thinking element, too.

# To increase learner-to-learner interaction

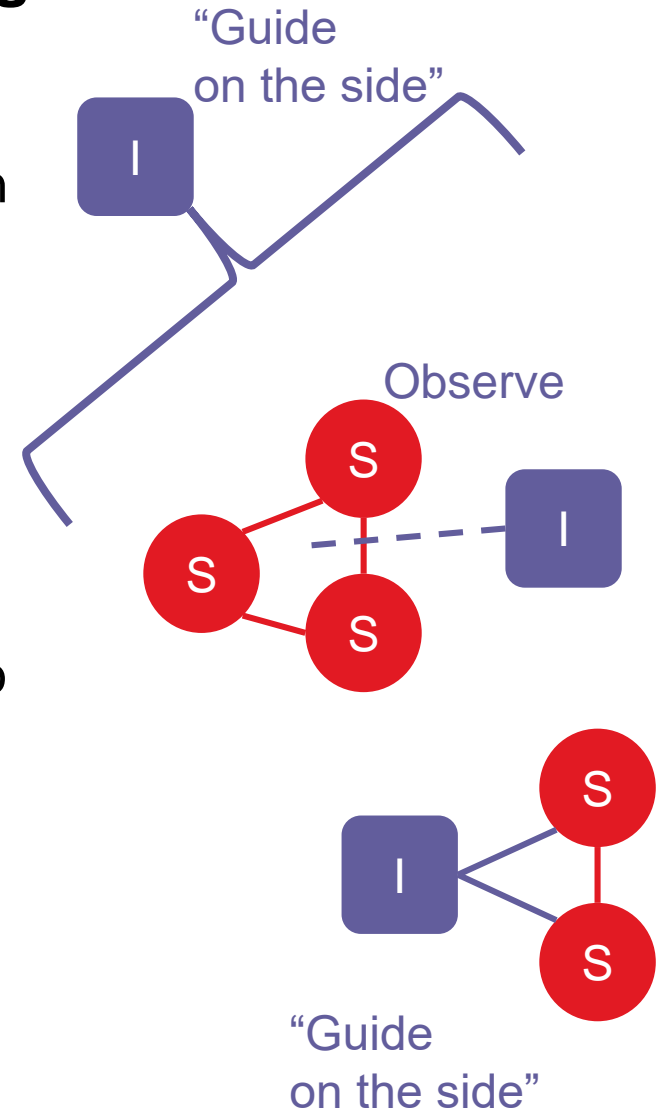


- Discussion boards
  - Students cannot see other students' answers until they post
  - Require students to interact with other students' posts
- Group projects and assignments
  - Work great with the flipped classroom model – uses class time for student meetings and plenty of “guide” opportunities
  - Consider making “do-it-on-your-own” an option
  - Don't overwhelm with these
- Set up smaller groups within your LMS
- Zoom (and Teams in a chat format) allow for breakout groups (if synchronous)



# To increase instructor-student engagement

- Routinely monitor and engage in discussion boards
- Make larger comments at the end of a discussion – pull things together
  - Written
  - Audio/video
- Hold video office hours – record and post to maximize impact and offer students flexibility.



# Some of my favorite learning theories and ideas...

## Simple tips for fostering engagement

- Use online polling (good feedback and students are curious)
- Instructors be visibly online (make posts, interact, comment)
- Design for the online flip by fostering student-to-student and instructor-to-student interaction

## Scaffold lessons (and the course)

- “*Scaffolding* refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.” (Glossary of Educational Reform 2015).
- Gradually move them up Bloom’s hierarchy.
  1. Reading in SmartBook
  2. Short lecture
  3. Application activity

I scaffold my marketing class – starting with mini sims, I conclude with the full Practice Marketing simulation

# Some of my favorite learning theories and ideas...

## Chunking

- New content starts in the working memory (short-term memory) → from there it moves to long-term memory.
- If overloaded with content, new information never makes the second step.
- Chunking refers to creating shorter lessons (or video lectures)
  - Break up longer lectures into shorter parts.
  - Insert active learning opportunities in between

# Some of my favorite learning theories and ideas...

## Elaboration and constructivism

- *Elaboration*: “process of giving new material meaning by expressing it in your own words and connecting it with that you already know” (Brown, Roediger, McDaniel 2014, p. 3).
- *Constructivism* “refers to the idea that learners construct knowledge for themselves—each learner individually (and socially) constructs meaning as he or she learns” (Hein 1991; p. 1)
- Discussion board post:

*What are the two concepts from this chapter that you have observed or which apply to your life? Provide clear examples.*

Then comment on two other students’ posts, explain why they resonate with you. Choose ideas that are very different from your own.

[Student to student; for instructor-student provide summary comment after you review.]

***Do you have any favorite active learning suggestions you can share? (use chat)***

- Comment in sidebar



# Parting thoughts...

## When designing...

Consider your course learning objectives.

Consider cutting back on content

Scaffold activities, build the foundation first

Recognize your own limitations

Recognize your students' constraints

Think about “small frequent meals” for assignments – pacing is key.

## When implementing...

Explain to students the “Why?” for your assignments – they need to see it isn't “busy work.” [See my e-Book on my blog]

Be flexible with due dates and expectations.

Foster feedback, listen, and adapt. We are all learning how to be better.

# Resources

See blog posts at Teach the 4 Ps ([www.teachthe4ps.com](http://www.teachthe4ps.com)) to find:

- Slides from this presentation
- Find my eBook “Flip Your Marketing Class”
- Annotated links to some of my favorite online teaching resources
- Links to my favorite online business news sources
- Answers (if I have them) to sidebar questions not answered today
- Sharing of sidebar comments and “your favorite active learning suggestions”

**Questions?  
Comments?  
Use chat**





**Thank you!**

