

# CLASS READINESS ASSESSMENT: Motivating Students to Come Prepared by Flipping the Lesson Expectations

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*Founded 1861*



# Tammy Wynard's Professional Homepage

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**“Clearly, no knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.”**

**Boyer, E.L., The Carnegie Foundation for the Advancement of Teaching, 1983**

[Curriculum Vitae](#)

### 2014 American School Health Association Conference

Class Readiness Assessment: Motivating Students to Come Prepared by Flipping the Lesson Expectations  
Here is the Power Point presentation that supports the instructional strategies shared at the conference:

- [Session Power Point Presentation](#)

### 2014 Illinois School Health Association Conference

New Sexuality Education Requirements in Illinois: What It Means to You and Your Students  
Here is a list of documents to download and links to useful resources

- [Session Power Point - be sure to review notes below the slides for definitions and resources](#)
- [National Sexuality Education Standards](#)
- [HECAT for Sexual Health Education Module - easy to use assessment and planning tool from the CDC for a Sexual Health Unit](#)
- [Sexuality Education Theory and Practice Book referenced in presentation](#)
- [Case Study Example Page 1](#)
- [Case Study Example Page 2](#)
- [Case Study Example Page 3](#)
- [Case Study Example Page 4](#)
- [FLASH 4th-12th grade Sexuality Education Curriculum - Free](#)
- [Save the Date - click this link for more info -](#)

[I am moderating a webinar on Sexuality Education through the American School Health Association on 5/28 at 4pm CST, it may be helpful in your planning.](#)

### 2014 DuPage Co. Health & PE Institute Day & 2013 Illinois Association of Health, Physical Education, Recreation & Dance Conference

Scary Stories vs Storytelling: Effectively Using Real Life Stories to Connect Health & Wellness to Decision-Making and Goal Setting  
Here is a list of documents to download

- [Session Power Point Presentation](#)
- [PhotoVoice](#)

# FLIPPED CLASSROOM FLIPPED

## My Elements of Student Planning

- Switch method of learning every 15-20 minutes
  - Lecture
  - Activity
- Cater to Movement, Visual, Auditory Learners
- Keep the End in Mind



# Sample Outline

- Review Social Determinants of Health
- Affordable Care Act Story Connection
- Develop Healthcare Facility Patient Profile in Small Groups
- Class Readiness Assessment (CRA)
- Guest Speaker on Affordable Health Care

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## Components

- Swapping out lecture for hands on practice
  - Analyze
  - Synthesize
  - Critical Thinking
- Use technology to remove passive one way learning

## Methods

- Maximize Time with Instructor
  - Not note taking/regurgitation of facts
  - Need our structure and guidance but not our answers
- Moments → Entire Class
  - Confusion
  - Fundamentals
  - Boredom
  - Extra Credit

## **Class Readiness Assessments (CRA)**

- self designed after 2 week journey of existing teaching methods
- preselected questions from readings
- completed on Blackboard



- Community Health [14/FA] Home
- Home Page
- Power Points and Course Information
- Assignments
- Discussions
- Groups
- Tools
- Help

- COURSE MANAGEMENT
- Control Panel
  - Files
  - Course Tools

## CRA Chapter 11

If a Blog or Journal can be graded, a grade assigned to an individual member is applied only to that individual. [More Help](#)

Create Journal Entry

View Drafts

Journal Instructions

Journal Details

Complete the following questions by noon the day before class for reading this chapter. See Syllabus for specific date for each CRA.

- List and describe three features of quality healthcare, as delineated by the Institute of Medicine (IOM).
- What are the four parts of Medicare, and what do they cover?
- Explain how Kissick's triangle represents the major issues in health care in the United States.
- What aspect of reading this chapter did you find most difficult to understand? Or, if you believe that you understood the reading completely, what topic would you most like to learn more about?

Tammy Wynard (0)	
INDI	<input type="checkbox"/> Show Empty Journals
	Bianca Lehman (1)
	Caitlin Farmer (1)
	Courtney Bull (1)
	David Walsh (1)

Community Health [14/FA] ↑  
Home Page  
Power Points and Course Information  
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COURSE MANAGEMENT  
Control Panel  
Files →  
Course Tools  
Evaluation →  
Grade Center →  
Users and Groups

## CRA Chapter 5

If a Blog or Journal can be graded, a grade assigned to an individual member is applied only to that individual. [More Help](#)

Create Journal Entry | View Drafts

### Journal Instructions

Complete the following questions by noon the day before class for reading this chapter. See Syllabus for specific date for each CRA.

1. What does maternal, infant, and child health encompass?
2. Provide three factors that can affect an infant's health.
3. What does child maltreatment include?
4. Name at least three of the strategies that are a part of the U.S. government's Childhood Immunization Initiative.
5. What aspect of reading this chapter did you find most difficult to understand? Or, if you believe that you understood the reading completely, what topic would you most like to learn more about?

### Journal Details

Tammy Wynard (0)	
IND:	<input type="checkbox"/> Show Empty Journals
Bianca Lehman (1)	
Caitlin Farmer (1)	
Femi Oyewole (1)	
Jacob DeSantis (1)	
Leslie Castillo-Warning (1)	
Lina Hively (1)	



# FLIPPED CLASSROOM FLIPPED

## Rubric

9 For nine points, your answer will thoughtfully consider and respond to the questions, using complete sentences and thoughts. A stellar CRA is one that will contain virtually no grammatical errors or typos. Your CRA response is descriptive and provides an opportunity to foster further discussion on the topic in class, perhaps exploring new lines of argument or different perspectives. The five-point grade isn't just a response; it's proof that you are facilitating learning for yourself and potentially your fellow students. This response corresponds to an A.

7 The seven-point response is a competent response to the subject: more or less, it addresses the question, without going into much detail, and it has the potential to contribute to the overall class discussion as another insight on the subject. A seven point response amounts to a B.

4 This response reflects a less-than-adequate involvement with the subject, or it is noticeably under the required pre-class preparations expected. It does little to advance the discussion underway, and may even detract from it. It is not presented in a professional manner. The four point response amounts to a D.

0 No CRA completed by deadline on course syllabus or CRA attempted but incomplete.

# Resources

- Bowen, J. A. (2012). *Teaching naked: How moving technology out of your college classroom will improve student learning*. Location: Jossey-Bass.
- Understanding the Flipped Classroom Parts 1 & 2
  - <http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-the-flipped-classroom-part-1/>
  - <http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-the-flipped-classroom-part-2/>
- The IDEA Center – research papers on a variety of higher education teaching issues as well as active learning and pre-reading strategies
  - <http://ideaedu.org/research-and-papers/idea-papers>
- The Chronicle – Skepticism article about Flipping the Class
  - <http://chronicle.com/blognetwork/castingoutnines/2014/04/28/flipped-learning-skepticism-is-flipped-learning-just-self-teaching/>