

ABSTRACT

GLOVA, SARAH ELIZABETH. Toward Effective Facilitation for Adult Learners: An Action Research Study on the Design and Delivery of Workshops for Women Business Owners. (Under the direction of Meghan Manfra).

This study built on the work of instructional design, as I sought to integrate principles from the flipped classroom movement (Chen, Wang, & Chen, 2014), from andragogy (Knowles, Holton, & Swanson, 2015), and from a constructivist lens (Karagiorgi & Loizos, 2005), while using action research to analyze and improve my instructional design practice (McNiff, 2016). As part of the study, I designed and facilitated a workshop for women business owners about using Facebook for business. By reflecting on the observations, survey data, and interviews, I was able to evaluate what instructional design practices I should continue doing and what practices I need to improve. A major aspect of this study was understanding the perceptions of the women business owners who participated in the flipped workshop. I evaluated the use of the flipped classroom model for professional development sessions and for women business owners, and I evaluated whether a flipped professional development session had an impact on participant outcomes. The participant outcomes from this workshop were positive, with many participants demonstrating improved and increased use of Facebook. I reflected that the use of the model was effective and that a flipped classroom model can be a successful tool for professional development. Through this study, I realized the extent to which the andragogical and constructivist approaches supported the flipped learning environment that I sought to create for the participants. I also identified areas for future research related to my practice as an instructional designer and related to the design and development of workshops for adult learners and for women business owners specifically.

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Toward Effective Facilitation for Adult Learners: An Action Research Study on the Design
and Delivery of Workshops for Women Business Owners

by
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DEDICATION

This work is dedicated to those who supported my academic journey. First, to my wonderful extended family—my vast, webbed, incredible family—who has taught me about courage, hard work, setting goals, and being there for others. Most of what I am is a sum of each of you, and I am so grateful for your love and your example. And, thanks for buying me all the books. Second, to my husband and son—my sidekicks, my support system, my motivation, and my life’s most important gifts. You both had to make sacrifices to help me along this journey, but you went above and beyond. For every piece of encouragement, every hug, every sticker, every kitchen dance party—thank you. Third, to my friends—to the nerds who have been with me since page one, to my lifelong friends who have supported me from afar, and to my work friends who helped me so much through this journey—thank you for your encouragement.

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BIOGRAPHY

Sarah Glova completed the Curriculum and Instruction doctoral program at North Carolina State University in 2018. She earned a Master of Science in Technical Communication from NC State in 2011 and a Bachelor of Arts in English and History from the University of North Carolina at Wilmington in 2008. Sarah Glova is also the owner of Reify Media, LLC, an eLearning and digital media firm founded in Raleigh, NC in 2012.

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CHAPTER 1: INTRODUCTION

Research on training and development has demonstrated that effective training “leads to important benefits for individuals and teams, organizations, and society” (Aguinis & Kraiger, 2009, p. 466). The field of instructional design focuses on the design of effective training and learning sessions, with some researchers focusing specifically on adult education and professional development. This study builds on the work of instructional design, as I seek to blend instructional design principles from the flipped classroom movement, from the theory of andragogy, and from a constructivist lens, while analyzing and improving my practice as an instructional designer.

History of Instructional Design and Relevant Models

The history of instructional design in the United States is often described as beginning in the 1940s, when the climate of World War II increased the need for instructional training and film-based training (Reiser, 2001). The military systems focused on various models including Instructional Systems Design (ISD), also called ADDIE because of its five specific phases: Analyze, Design, Development, Implement, and Evaluate. The ISD model continues to be the most commonly used model for the development of systematic training (Allen, 2006).

The foundational models of instructional design that were created during this period are often described as behaviorist. They emphasized the need to train and reward specific behaviors (Ertmer & Newby, 1993; Sharif & Cho, 2015). They used external reinforcements to motivate behavior.

Over time the field has moved toward emphasizing a holistic, iterative approach to design that considers the environment, the learners, the content, the objectives, and the instruction, with a focus on continuous revision and reflection (Irlbeck, Kays, Jones, & Sims, 2006). A recently developed model, the Successive Approximation Model (SAM), was published by Michael Allen and Allen Interactions in 2012. The SAM model focuses on the iterative nature of (1) analyze, (2) design, and (3) develop, suggesting that agile development should be applied to the instructional design process. The cyclical model encourages instructional designers to solicit feedback on multiple levels from multiple stakeholders, and more frequently (Allen & Sites, 2012).

In the decades between the development of the ISD model and the SAM model, there have been an incredible number of models developed for instructional design, making the task of selecting an appropriate model an important challenge for instructional designers (Edmonds, Branch, & Mukherjee, 1994). Each model provides different ways for identifying training opportunities, developing training materials, delivering training, and evaluating training (Andrews & Goodson, 1980). The role of instructional designers is to consider the contextual challenges of their training scenario, and then to apply a model as appropriate while also valuing the context of their training scenario over the specifics of any one model (Tessmer & Richey, 1997).

As an instructional designer, I often used the ISD model when creating new learning sessions, as the phases of the model provide a helpful structure as I considered the context of the learners, content, and environment. However, I have also integrated other theories that are rooted in a more progressive, less behaviorist, approach to training.

Challenges Facing the Field

Along with the development of new models comes the arrival of new challenges. The American workforce now includes five different generations, and research shows that trainers need to consider age differences when designing, delivering, and advertising training (Callahan, Kiker, & Cross, 2003; Cox & Beier, 2009). Because of the rapid pace of technology and development, the job market is demanding new skills, and without training, low-skilled workers are at risk of being replaced by computerization (Frey & Osborne, 2017).

There are also old challenges that are receiving more attention and resources. Work-related diversity issues such as the gender wage gap (The American Association of University Women, 2017) and the lack of women and minorities in leadership positions (Center for American Progress, 2014) are not new challenges but ongoing. Today in the United States, women, African-Americans, and Hispanics are among marginalized groups that are not equally represented in leadership positions, and businesses owned by minority groups do not receive an equal share of procurement spending from major companies (US Senate, 2014).

As I work within the instructional design field, I am driven by a passion for understanding whether training can help to address challenges of workplace inequity. In my practice as an instructional designer, I challenge myself to consider how I can support marginalized groups who seek representation in leadership positions, in fields and industries where they are not currently represented, and in the breakdown of wages and procurement.

Current Study

In my research, I became interested in the best practices of andragogy, or the study of adult education (Knowles, 1984). I had also followed the development of the “flipped classroom” model, also called the “inverted classroom”, and how this approach encourages instructors to flip “...what is done inside the classroom and what is done outside the classroom” (Abeysekera & Dawson, 2015, p. 2). I sought to understand how andragogical and flipped classroom design strategies affected participant perceptions of professional development¹ opportunities, like workshops, with the intention of analyzing and improving my practice as an instructional designer. I focused specifically on understanding the experiences of women business owners² in a flipped training session that I designed and facilitated.

Statement of the Problem: Equity for Women in Business

Women are starting businesses at a faster rate than men. According to the *State of Women-Owned Businesses Report* (2016), commissioned by American Express OPEN, the number of women-owned firms grew five times faster than the national average from 2007 to 2016. However, despite starting at a faster rate, women-owned businesses struggled to earn and grow at the rate of male-owned businesses; the same report found that only 42 percent of

¹ In this study, the term “professional development” refers to a non-compulsory educational setting. This study did not focus on required training and development sessions.

² In this study, the term “woman business owner” refers to a woman who is at least part owner of a business. A business is a “woman-owned business” when at least one owner of the business is a female.

women business owners reported taking a salary, compared to 57 percent of male business owners (Womenable, 2016). The wage gap is also much wider for women in entrepreneurship, according to the *Women-Owned Businesses in the 21st Century* report published by The U.S. Department of Commerce Economics and Statistics Administration for the White House Council on Women and Girls (2010), which stated the annual earnings ratio between self-employed women and men as 55 percent, well below the ratio between non-self-employed women and men. Women entrepreneurs are also less likely than men to receive venture capital (Brush et al., 2001; Greene et al., 2001; Verheul & Thurik, 2001) and even though women-owned small businesses account for nearly a third of all US businesses, they only receive 16 percent of conventional small business loans and 4.4 percent of the total dollar amount of all loans given, averaging just \$1 of every \$23 in small business loans in the US (Majority Report of the U.S. Senate Committee on Small Business and Entrepreneurship, 2014).

Women-owned businesses also have a significantly smaller share of national employment and revenue. A 2012 report from The National Women's Business Council identified that the share of women-owned firms with \$1 million or more in revenues or 50 or more employees remains very small. The report identified that women-owned businesses employ only 8 percent of the US workforce and earn 4 percent of US revenue, and these numbers have not significantly changed since 2002. In other words, while the sheer number of female business owners are increasing, their earnings and growth are not.

There is research to suggest that one way to counteract disparate trends in entrepreneurship between men and women, with the goal of improving how women-owned

businesses earn and grow, is to support women business owners through mentoring and professional development (Burke & Mattis, 2005; Deakins, Graham, Sullivan, & Whittam, 1998; Kyrgidou & Petridou, 2013; Reeves, 2017; Riebe, 2012; Sarri, 2011; Sullivan, 2000). There are numerous professional organizations that focus on mentoring and professional development for female business owners and aspiring entrepreneurs. One such organization is the local Greater Raleigh chapter of the National Association of Women Business Owners (NAWBO).

National Association of Women Business Owners (NAWBO)

NAWBO was founded in 1975. It was the largest advocacy group that lobbied for HR 5050, the Women's Business Ownership Act signed by President Reagan in 1988, which legally eliminated discriminatory lending practices by banks that favored male business owners (Taylor, 1998). For example, a specific term in HR 5050 prohibited states from requiring women to have male relative cosigners on business loans. HR 5050 also established the Women's Business Center Program and required the creation of the bipartisan National Women's Business Council (NWBC). NAWBO is still one of six national organizations that holds a position on the NWBC, which advises to the President, Congress, and The Small Business Administration.³ Today, local chapters of NAWBO create a

³ (The other five groups with a position on the NWBC are The Association of Women's Business Centers (AWBC), The Women Presidents' Organization, Inc. (WPO), Women Impacting Public Policy (WIPP), Astia, and the Women's Business Enterprise National Council (WBENC).)

community for female entrepreneurs and focus on advocacy, mentorship, and support for women business owners. According to Bakhtadze (2012):

The associations and organizations are instrumental in addressing the various issues: women's education and professional training, access to capital, legal support and counseling, financial assistance, the role of, technology and education, energy resources and environment, impact of public policy. The organizations support, assist, encourage, educate and train women entrepreneurs to guarantee high quality of their business activities. (p. 50)

NAWBO has chapters all over the country and a virtual chapter for women business owners who are not located near a local chapter. The NAWBO Greater Raleigh chapter provides this support and community in the Wake County area.

One of the ways the NAWBO Greater Raleigh chapter provides support for women business owners is through monthly workshops. The workshops are monthly, 60-minute, one-topic sessions. For example, 2016 workshop sessions from NAWBO Greater Raleigh included "Growing Your Business through Email Efficiency" presented by a professional organizer and "Growing Your Business with Creative Financing" presented by a banking professional. In general, the workshop topic is facilitated by an expert related to the field that is being discussed. In those 60-minute workshop sessions, the expert presenter shares information about his or her topic with the attendees. There are usually between 5 and 15 participants at each workshop. Additional materials to help participants follow up on the topic might be provided as handouts. Little to moderate feedback is solicited from the workshop participants.

Overview of Study

In the summer of 2017, I facilitated a workshop for the women business owners and members of NAWBO Greater Raleigh. The topic was “Building Your Facebook Strategy.” My goal was to develop a workshop that would contribute to the training and development of women entrepreneurs.

At the same time, I was interested in analyzing my development and delivery of the workshop, with a particular focus on its structure, to enable me to improve my own instructional design practice. As such, I used action research methods to analyze the effectiveness of my instructional design and instructional facilitation practice.

Five of the workshop participants consented to participate in my research study, and I collected data from the participants related to their experiences in the workshop and their experiences in professional development sessions in general. I also collected observations and carefully reflected on my experience during the design, facilitation, and evaluation of the workshop. I analyzed the data with a focus on understanding whether there are practices related to the flipped classroom model and related to andragogy that I should focus on, as I continue to improve my practice as an instructional designer.

Through this process, I analyzed my instructional design practice using the frameworks of the flipped classroom model, andragogy, and constructivism. As a result, I formulated a new 5-part cycle to describe my instructional design process: co-investigate, map, create, facilitate, and reflect. I also evaluated ways that I could improve upon my practice.

Based on the findings of this study, successful elements of my practice included developing clear workshop objectives, creating an engaging and interactive session, demonstrating my preparedness, and demonstrating my care for participant success. Areas in need of improvement included my practice of mapping in-class and out-of-class elements and my practice of communicating the co-created learning objectives activities. I also evaluated the use of a flipped classroom model for professional development sessions and for women business owners, reflecting that the use of the model was effective. Finally, I evaluated whether a flipped professional development session would have an impact on participant outcomes, observing that many participants demonstrated improved and increased use of Facebook after the workshop sessions. Based on my findings, a flipped classroom model was a successful approach for developing professional development activities for adult learners.

Purpose of the Study

As a business owner, as a female business owner, and as a professional trainer and facilitator, I believe that the success of women business owners and their access to quality professional development is an important connection. I believe that effective training can be a tool to support the earnings and growth of all businesses and that professional development can help female business owners to achieve the earning and growth rates that male business owners achieve. The purpose of this action research study was to critically analyze my process of developing workshops, so that I might better understand and improve my own practice of developing effective training.

As an instructional designer, I had routinely used the ISD model to systematize how I designed and delivered training. In developing this new workshop in this study, I again used the five phases of the ISD model to design and deliver the training: Analyze, Design, Development, Implement, and Evaluate. However, I also applied other strategies: I attempted to integrate the best practices of andragogy and of a flipped classroom model. This study explored how an andragogical, flipped-classroom facilitation approach could be a viable alternative to a more trainer-focused, lecture-focused, traditional professional development session. I believed there was a gap in existing research on best practices for designing “flipped” professional development sessions, or workshops, for adult learners, and a gap in existing research on how to assess whether a professional development session effectively utilized andragogical design principles or flipped learning principles. In this study, I analyzed my practice through the frameworks of the flipped classroom model and andragogy, to highlight areas that I should focus on improving. I also explored ways to assess whether my professional development sessions were effectively utilizing these principles.

In summary, the purpose of this action research study was to critically reflect on the professional development workshop that I facilitated with NAWBO Greater Raleigh. My aim was to explore the application of andragogical design principles and flipped learning to the design of a professional development workshop.

Significance of the Study

The study was an opportunity for me to reflect upon my practice as an educator and facilitator, to reflect upon the design and delivery of professional development sessions that

integrated modern learning theories, and to focus on opportunities to improve how I developed and facilitated future workshops for adult learners such as women business owners. The focus of the study was small, since I focused on my own practice as an area with opportunity for improvement, and with my study sample including five participants from a two-part workshop.

However, the study results are relevant to topics such as adult learning, active learning theory, the flipped classroom model, constructivist learning theory, and other modern learning theories and instructional design principles. In addition, the potential sample was impactful. The NAWBO professional development workshops are a part of the NAWBO strategy for championing women business owners. The perceptions of these participants may be relevant not only to the researcher but also to research on entrepreneurship, women and leadership, women and entrepreneurship, and women in business.

Theoretical Framework

When choosing a model of instructional design, designers may need to consider their learning orientation. The five orientations to learning are generally described as (1) behaviorist, (2) humanist, (3) cognitivist, (4) social cognitive, and (5) constructivist (Merriam, Caffarella, & Baumgartner, 2012). My application of instructional models is based in an orientation toward constructivism. The constructivist perspective is rooted in an ontological perspective of reality as being formed in the mind of each individual, an epistemological perspective of personal, individual ways of knowing, and a pedagogical understanding that learners build information onto their own experiences and interpret

information through their own contexts, meaning that instructional design should be meaningful and related (Jonassen, 1992).

Pursuant of a professional development session that address a constructivist consideration for the learner, I integrated best practices from two learner-centered frameworks: the flipped classroom model and andragogical design principles. The flipped classroom model can be a method for structuring a learning environment so that the learner is active in the educational space (Strayer, 2012). I connected the flipped classroom model with andragogy. Andragogy focuses on the method and practice of teaching adult learners. A foundation of andragogy is the recognition of adult learners as developed, independent beings who learn best when they can connect a learning experience to their rich personal experiences through active, problem-based approaches (Knowles, 1984). I observed that the andragogical design principles might provide a scaffold for instructional design that makes an adult learner a more involved participant, and that this scaffold could support the goals of the flipped classroom model. In a review of nursing education and the flipped classroom, Betihavas, Bridgman, Kornhaber, and Cross (2016) state, “The flipped classroom extends the andragogical approach...”, arguing that design principles of andragogy, which support the self-directed and independent nature of an adult learner, also support an engaged flipped classroom. In this study, I adopted that same view, applying the connection of the flipped classroom and an andragogical approach to the instructional design of professional development sessions. These two frameworks, the flipped classroom and andragogy, provided a lens for considering the ontological and pedagogical questions involved with the design and facilitation of a constructivist professional development session.

To organize the best practices and perspectives presented in the models into a more formal instructional design practice, I categorized them within the Instructional Systems Design model (ISD). The ISD model has five phases, denoted the “ADDIE” phases: Analysis, Design, Development, Implementation, and Evaluation. Each of the phases represent a stage of the instructional design process, and in order to formalize my practice, I organized the design principles related to constructivism, the flipped classroom, and andragogy into the five phases of the ISD model.

Research Questions

Specifically, the purpose of this study was for me to analyze and improve my practice as an instructional designer. I focused on a professional development workshop for women business owners, which I designed and facilitated to help them learn about and practice using Facebook for business. I sought to better understand whether the participants found the workshop structure to be effective at meeting their professional goals for using Facebook for business. I reflected on whether my practice of designing and facilitating learning sessions with the flipped learning practices, the andragogical design principles, and the constructivist approaches seemed effective. I focused on reflecting on my practice, understanding participant experiences, and observing learning outcomes (whether the participant experiences using Facebook for business changed after their participation in the workshop sessions). The research questions included:

- As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?

- *Structural elements:*
 - What elements of a flipped workshop did the participants feel were and were not effective?
 - How did the women business owners/participants perceive a flipped workshop structure as a tool for professional growth?
- *Participant outcomes:*
 - How did the women business owners use Facebook for their businesses, and did their strategies change after participating in a flipped workshop about Facebook?

Limitations

The findings of this action research study cannot be generalized, due to the small, bounded sample size and to the qualitative methods used to collect and analyze data. With the researcher focused on her own practice as an area with opportunity for improvement, and with the researcher's sample including five participants in a two-part workshop series, the findings cannot be generalized to a larger population. However, the study results will be relevant to topics such as adult learning, active learning theory, the flipped classroom model, constructivist learning theory, and other modern learning theories and instructional design principles. In addition, though the sample size is small, the potential sample is impactful. The NAWBO Greater Raleigh professional development workshops are a part of the NAWBO strategy for championing women business owners. The perceptions of these participants may be relevant not only to the researcher but also to research on

entrepreneurship, women and leadership, women and entrepreneurship, and women in business.

CHAPTER 2: LITERATURE REVIEW

A major aspect of this study was understanding the perceptions of women business owners who participated in a professional development session that blended the flipped classroom model with principles from andragogy. Since the context of my study focuses on the effectiveness of my instructional design for women business owners, I consulted relevant literature related to the intersections of feminism and entrepreneurship. Importantly, women still make up a smaller proportion of business owners than men and do not have equitable access to resources and mentorship. Therefore, before conducting my study of design elements, I needed to also take into account the unique experiences of women business owners.

I also consulted relevant literature related to adult learning theory (andragogy), the flipped classroom movement, and constructivist instructional design. Based on my review of the literature, I found that there are many interpretations of the flipped classroom movement. Therefore, there are inconsistencies in the way that the flipped classroom is discussed and evaluated. I also found that there are relevant parallels between the flipped classroom movement, andragogical design principles, and a constructivist approach to learning. I took these models into account as I considered my own practice as an instructional designer, so that I could better formalize and analyze my own instructional design and facilitation process.

Feminism and Entrepreneurship

In their seminal 1988 study, Buttner and Rosen found that when loan officers evaluated either men or women on scales assessing nine attributes of successful

entrepreneurs, gender stereotypes influenced perceptions that women, compared to men, did not possess the attributes deemed necessary for successful entrepreneurship. The same year the Buttner and Rosen (1988) study was released, HR 5050 was passed, which legally eliminated discriminatory lending practices by banks that favored male business owners and that could require women business owners to have male relative co-signers on business accounts and loans. But recent research demonstrates that—despite HR 5050, for example—women still experience more challenges than men when attempting to access financing due to “disadvantages associated with gender ascription” (Marlow & Patton, 2005, p. 729).

Like Buttner and Rosen (1988), Orser, Riding, and Manley (2006) studied women entrepreneurs’ access to financial capital. They described that, while women entrepreneurs were less likely to have capital in business than male entrepreneurs, the results demonstrated that women were also less likely *to apply* for external financing than men. In their discussion, they questioned whether discriminatory lending practices toward women entrepreneurs were a factor to the imbalance between female and male access to capital, and instead asked—why were women less likely to apply for capital than men, nearly 20 years after the passing of HR 5050?

Questions like these help us to look critically at Buttner and Rosen’s (1988) results, and to ask—who helped to determine those nine attributes of successful entrepreneurs? Do these scales measure *perceptions* of successful entrepreneurship? Scales that seek to measure entrepreneurship with stereotypically masculine traits (like one of Buttner and Rosen’s attributes: authoritativeness) may distract from opportunities to critically understand the value of a different but also successful feminist norms for entrepreneurship, and may attempt

to report affect of gender-based discrimination but may instead reinforce gender-based stereotypes and a male norm.

Engaging in the study of women entrepreneurs is to engage in a rich history of discussion and analysis, including multiple subtheories in feminist critique, including liberal feminism, social feminism, Marxist feminism, and post-structuralist feminism. While I did not aim to analyze the intentions of NAWBO Greater Raleigh or to analyze the use of professional development from a critical feminist lens, it was interesting to reflect on whether NAWBO had sought to discover or describe certain traits of female entrepreneurs that are different than male entrepreneurs, and whether NAWBO sought to value, rather than change, those traits. Questions raised included: In its advocacy, how has NAWBO GR discussed the impact of patriarchal or capitalist systems? Has the organization sought to educate others on the value of the differing perspectives of female entrepreneurs (rather than focusing on advocating for a more equal environment)? How does the organization respond to studies that research the political environments' impact on female entrepreneurs, and does the organization criticize research that values or states as norm the traditional masculine systems or traits that society might ascribe to entrepreneurship?

For this study, the focus was on the perceptions of women entrepreneurs when they participated in a professional development session designed for women entrepreneurs. At the same time, the development of the session, from the design through to the evaluation, was intended to integrate best practices for all adult learners from a constructivist orientation. I did not seek to or attempt to argue that learning theories need to be identified or altered in order to create gender-based practices of instructional design and facilitation. Rather, the

focus was to develop a professional development session for women entrepreneurs *because* research shows that (1) women entrepreneurs are not growing their businesses like male entrepreneurs are, which results in smaller businesses and less revenue for women business owners (U.S. Department of Commerce Economics and Statistics Administration, 2010; Womenable, 2016), and (2) professional development and education for entrepreneurs has been shown to help women business owners succeed (Kyrgidou & Petridou, 2013; Riebe, 2012). Therefore, professional development was viewed in this study as a tool for helping women business owners because of the context and climate. The tool of professional development did not, in the opinion of this researcher, need to be “adapted” to women because of gender differences related to learning or entrepreneurship. I simply felt the tool needed to be as sharp and effective as possible and adapted to adult learners using the best practices for professional development design and delivery, while also being contextualized within the inequitable climate of female entrepreneurship in the United States. As such, the next section focuses on best practices for developing effective training for adult learners (without a focus on women and learning specifically).

Effectively Engaging Adult Learners in Professional Development

Karagiorgi and Loizos (2005) state that if constructivism is to be practically applied, it must draw from instructional design practices; they outline four factors that should be considered during the design phase of instructional design: (1) active learning, or the involvement of learners in meaningful, authentic tasks; (2) authentic learning, or the development of exercises that allow the learner to feel ownership and to see real-world applications; (3) multiple perspectives, or the presentation of many views and multiple

approaches; and (4) collaborative learning, or the development and integration of multiple perspectives from within the classroom group into the learning environment. I adopted a constructivist approach to instructional design in order to acknowledge and apply my belief that learners, as individuals, construct new learned material on their existing knowledge and experiences. My question as I reviewed the literature was the manner in which my constructivist approach related to the flipped classroom model and andragogy, and whether other research was leveraging some combination of those learning models in instructional design for adult learners.

Flipped Classroom Model

One model that may be used to address how these four factors of constructivism can be integrated into training is the flipped classroom model. The flipped classroom model has roots in K-12 education, but those roots do not define its application. Stayer (2012) defines an inverted, or flipped, classroom as, “a specific type of blended learning design that uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom” (p. 171). In other words, the content that is traditionally reviewed by the instructor in the classroom—lecture material—is provided outside of the classroom, and the activities that are traditionally completed by learners outside of the classroom—homework, labs, and other assignments—are practiced inside the classroom, meaning the inverting refers to the inversion of *lecture* and *practice*. The flipped classroom model may be one way to design engaging, effective professional development sessions that meet the four practical applications of constructivism, outlined by Karagiorgi & Loizos (2005), into training.

Defining the Flipped Classroom

The term “flipped classroom” was brought to life by high school teachers Jon Bergmann and Aaron Sams, who published the results of their work flipping their high school science classes (Bergmann & Sams, 2012a).⁴ The flipped classroom model has gained significant popularity and has even been referred to as the flipped learning “movement” (Bergmann & Sams, 2012b).

However, the flipped model is rooted in theories that preceded Bergmann and Sams’ findings about their flipped science class. Lage, Platt, and Treglia (2000) shared research about employing an inverted classroom model to support inclusive learning in higher education, specifically in introductory economics courses where, the researchers argued, the “majority” of course structures were traditional lecture-based (p. 30). Lage et al. suggested that the lecture and practice elements of a classroom should interchange to form an inverted classroom model. This term “inverted classroom” is often used interchangeably with “flipped classroom” now, although the latter is arguably more popularly known.

According to Noonoo (2012), Bergmann argued after his findings were published that the reason “inverted classroom” did not take off as quickly is only because the video sharing platform YouTube was not as widely utilized when inverted classroom research began appearing. He attributed the usability of low-barrier media tools like YouTube to the flipped

⁴ Bergmann and Sam were not the first to use the term. Abeysekera and Dawson (2015) cite Strayer’s (2007) doctoral dissertation as the first scholarly discussion of the flipped classroom, and Baker (2000) defined a “classroom flip” a decade before Bergmann and Sams shared their findings.

classroom movement's success. The use of video supports the flip of the two classroom elements, lecture and practice, because video can be an efficient way to move the lecture component outside of the classroom. As such, even though any media could be used to flip the lecture content, video is the tool most often referenced with the flipped classroom model, as is apparent with this EDUCAUSE (2012) definition of a flipped classroom:

Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository.

While a prerecorded lecture could certainly be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it. (para. 5)

However, and despite their recognition of YouTube and video as important to the flipped classroom movement's momentum, Bergmann and Sams (2012b) stress that video lectures are not a required component to a flipped classroom environment. They argue instead that the ultimate goal is the shift of energy inside the classroom, meaning that the flipped classroom should shift energy from the lecture to the student. The kinds of tools that are leveraged to facilitate this flip are not as important as the shift itself, of attention of instructor to attention with student (Honeycutt & Garrett, 2014).

Work to clarify the terms related to the flipped classroom movement is being done by The Flipped Learning Network, a nonprofit group dedicated to the movement and founded by Bergmann, Sams, and other flipped model researchers. The Flipped Learning Network

(FLN) asks that the concepts of the flipped classroom and of flipped learning be considered independently and argues that they are not equal, allowing that structuring a flipped classroom that inverts lecture and practice might include strategies as simple as an instructor asking students to complete readings before class (The Flipped Learning Network, 2014). This strategy is obviously simple and already widely used, and it does not meet the expectations of engaged flipped learning, including the shift of attention from instructor to students. As such, the lack of applicability of the flipped classroom method to simple, traditional techniques like pre-class reading assignments is a critique of the flipped classroom term that many researchers have identified (Stayer, 2012). As an answer to this critique, FLN argues that while a flipped class can encourage flipped learning, a flipped class structure alone does not guarantee that flipped learning will occur.

FLN argues that to truly engage students in flipped learning, which differs from only implementing a flipped classroom as a structure, teachers should incorporate The Four Pillars of F-L-I-P™: *F* for flexible environment; *L* for learning culture; *I* for intentional content, and *P* for professional educator (The Flipped Learning Network, 2014). These pillars are written like standards (for example, “L1. I give students opportunities to engage in meaningful activities without the teacher being central”).

Challenges to Researching the Flipped Learning Model

There are three major challenges in researching the flipped learning model. First it may be difficult to directly apply the flipped classroom model to domains other than K-12 education. Second, the model has been misinterpreted as just a flipped or inverted structure with no consideration for pedagogic principles guiding the flipped learning environment.

And finally, in some cases flipped education research has been wrongly applied to environments that utilize active learning strategies, but do not consider the degree of learner control over his or her learning.

Applicability of flipped learning to non-K-12 settings. A first challenge of applying the flipped classroom to domains other than K-12 relates to the flipped learning model's origins in K-12 education. Chen, Wang, and Chen (2014) assert that the four pillars are not comprehensive enough to apply the flipped classroom model to higher education because they do not emphasize what kind of activities are implemented in class and how those activities are facilitated, they do not require input from students, and they do not address current trends in technology.

To make the four pillars more accessible to a higher education environment, Chen et al. (2014) add three additional letters, turning "FLIP" into "FLIPPED": *P* for progressive activities, *E* for engaging experiences, and *D* for diversified platforms. In this model, the three additional components enhance the base foci established by the FLIP model.

Progressive activities focus on how instructors design and deliver the course materials, which Chen et al. (2014) argue that instructors will need guidance on developing since higher education faculty traditionally rely on the lecture delivery model. The FLIP model addresses content through instructional content, but the dimension of progressive activities adds the question of how the content, or activity will be delivered (by the professional educator). Engaging experiences relates to all of the components of the FLIP but more specifically outline ways in which the professional educator can create a student-centered, engaging learning experience. Finally diversified platforms addresses the issue of the flipped

classroom being incorrectly stereotyped to video lectures; Chen et al. (2014) point to the variety of not only instructional media but also digital learning models and argue that a diverse selection of digital media tools and models should be considered for supporting flipped learning. With these three additional letters, Chen et al.'s FLIPPED model addresses not only the environment, culture, content, and facilitator, but also the activities, experiences, and platforms, with a focus on aligning higher education instructors with pedagogy that empower and engage the learner to participate in his or her learning.

If the FLIP and FLIPPED models address flipped learning for K-12 and higher education, what model might be suitable for professional development or corporate training? Bergmann and Sams (2014) discuss how training across fields, from nuclear power engineers to hair stylists, could benefit from the flipped classroom model. However, in their supposition they only briefly address challenges, such as the need for professional video to align with corporate brands and the question of mandatory pre-class work. These challenges are not unique to the training space. Additionally, they do not propose a model for implementation or align the flipped classroom model to other training design and evaluation models.

Similarly, Jacot, Noren, and Berge (2014) argue that the flipped classroom model is poised to become a disruptive training design model, sharing examples of how some companies are applying aspects of the flipped model to training; however, they do not provide a model for trainers to use to directly align the flipped classroom model with training and development theory, or review or provide suggestions for unique challenges that trainers may face when implementing the flipped learning model. McDonald and Smith (2013) make

a similar case for the flipped classroom in the context of professional development for nurses, describing why the model might be effective but not aligning the model within theory of design and development of nursing professional development.

Conley, Lutz, and Miller (2017) present a six-step model for helping training professionals to flip corporate classroom settings. The authors state that this model is based on a review of the flipped classroom movement and on principles from Bloom's taxonomy, John Keller's ARCS Model of Motivation, and active learning theory. The model outlines six steps that are specific to the flipped classroom. In the step "Develop flipped class materials," the authors state, "Because the flipped model of learning opens up class time for active learning, course designers must plan to fill that time with activities that allow students to analyze and reflect on the content" (p. 22). However, in their discussion of this step, the authors acknowledge that trainers may not know how to begin creating "learner-centered" interactions, and the authors emphasize that the instructional designers may need to reference other instructional models when they are developing flipped class materials (p. 23). In other words, the authors do not specifically outline how trainers should develop learner-centered interactions, and the model does not include instructional design principles for active flipped session activities or exercises.

Flipped learning as pedagogical method. A second challenge to flipped classroom research is that the separation of the flipped classroom as a space and flipped learning as a pedagogical method, across K-12 education research, higher education research, and other educational settings, is not yet reflected predominantly in the literature. Studies "...[focus] on the perceived usefulness of a learning system or technology of 'flipped learning' and few

studies have focused on the usefulness of the learning process of ‘flipped learning’” (Yoshida, 2016, p. 430). In other words, most research about the flipped classroom model has not yet established this difference in the flipped classroom method between the flipped classroom as a system and flipped teaching as pedagogy. Some research may seek to evaluate the flipped classroom model but only take into account the flipped class structure (or the inversion of lecture and practice) without consideration for the other elements (the flipped learning pedagogy) that contribute to flipped learning. “Given research on the flipped classroom approach is in its infancy, there is limited evidence of studies that have examined the approach under a pedagogical microscope” (Abeysekera & Dawson, 2015, p. 3).

Flipped model and other movements. A third challenge to researching the flipped classroom model is confusion as to whether the flipped learning method is its own method, model, movement, or technique. Some researchers have argued that the flipped classroom method is not its own method at all and is simply another way to employ active learning strategies. For example, Jensen, Kummer, and Godoy (2015) comparatively studied participants in a nonflipped active learning classroom with participants in a flipped active learning classroom and found both achievement and student satisfaction to be equal, concluding that the positive effects of the flipped classroom model may actually be effects of the active learning strategies used with the flipped classroom model. Since the flipped classroom model does shift the lecture elements outside of the classroom and shift the practice elements inside the classroom, the flipped classroom model can make space for more active student participation within the face-to-face classroom time (Gilboy, Heinerichs, &

Pazzaglia, 2015; Mason, Shuman, & Cook, 2013). But can the flipped classroom model be defined just by how it “frees time” during face-to-face class for other strategies like active learning? Or, does that definition only consider the flipped classroom as a structure, focusing on the element of inversion but ignoring flipped learning pedagogy?

To investigate this, consideration could first be taken to understand whether active learning and flipped strategies are similar, and then to understand how studies that compare flipped learning and active learning consider and evaluate those approaches. Prince (2012) defines “active learning” as pedagogy that engages the learner in the process of learning by making the learner active and by promoting student engagement. According to this definition, and to use an example from Prince, a lecturer could enact active learning pedagogy by pausing during a lecture to allow students to compare notes with one another, making the students more active participants and more engaged participants. However, similar to the previous example of pre-class reading assignments being considered a flipped approach, this method is relatively traditional; participants are still relatively passive, and the attention is with the lecturer, who will presumably call the students back to order after a few minutes and then continue lecturing. The strategy of interrupted or paused lecturing can be considered an active learning strategy, but it does not meet the requirements of the flipped learning definition, which stresses that the attention should be shifted from the instructor to the student within a flexible environment and learning culture.

If engaged in flipped learning, the student should have some level of control, “compelled to make a different type of contribution to their own learning as they work through problems in class and teach each other” (Baepler, Walker, & Driessen, 2014, p. 229)

and able to “interact and reflect on their learning as needed” (The Flipped Learning Network, 2014). Active learning pedagogy focuses on the activity and engagement of the learner but does not specifically focus on this locus of control. Therefore, while some active learning strategies may be used with the flipped classroom model, flipped learning is not synonymous with all active learning strategies.

Jensen et al. (2015) did not consider that the flipped classroom strategies and active learning strategies were equal. In their study comparing nonflipped active learning to flipped active learning, they set up two environments, which they called the nonflipped condition and the flipped condition. In both conditions, students had in-class time to focus on problems and engage in discussions with the teacher and teaching assistants in class. But in the nonflipped environment, students were introduced to a new concept within a class period, and then asked to explore that concept in groups; homework after class was related to the day’s topic. In the flipped condition, however, students were introduced to a new topic through homework activities completed at home, which were supported by short explanatory videos. Then, students spent in-class time exploring a deeper understanding of the concept, again in groups. Both the nonflipped and flipped groups took quizzes online and in class to assess their learning. The main difference, then, was that the students in the flipped classroom experienced content earlier and outside of the classroom space, while students in the nonflipped classroom experienced it in the classroom on class day. Jensen et al. state that in both the flipped classroom and the nonflipped classroom, “...the instructor acted mostly as a guide to their learning, rather than as the authority figure in the classroom” (p. 14), meaning that the students’ control over the in-class group assignments was equal across both

environments. Therefore, the main difference in the two spaces in this study was more related to when students were introduced to a new concept, whether that was before class in an assignment or in class during the opening lecture. This study, then, evaluates achievement and student satisfaction in the application of certain flipped and nonflipped structures, but did not evaluate flipped learning. I believe this is an important difference and a potential gap in current literature; if researchers seek to test whether the flipped classroom model is effective, then researchers need to first define whether they are researching the flipped classroom structure alone or the more encompassing flipped learning pedagogy.

As an example, McNally et al. (2016) reported that the least preferred aspect of the flipped classroom was the use of a quiz at the beginning of class, which was designed to evaluate student understanding of the out-of-class content. Importantly, however, a beginning-of-class quiz is not a defining or required element of a flipped classroom. Assessing student understanding of pre-class activity and acknowledging student pre-class work at the beginning of class can be a worthwhile practice within flipped classrooms and may help to encourage student participation in pre-class work, but it is one strategy and not a required strategy of flipped classrooms. In the McNally et al. (2016) study, there is the problematic fallacy of researchers attempting to evaluate the effectiveness of a flipped classroom model while the learning environment itself may not be an independent variable against which student perceptions can be measured, due to the inconsistency of the application of the flipped classroom model. If researchers in education hope to effectively study and compare student experiences with flipped learning, then more attention needs to be given to how researchers can empirically evaluate whether a learning environment reflects

the true principles of the flipped learning model, not just the flipped classroom structure. Researchers who claim to evaluate the effectiveness of a flipped classroom could, for example, first outline how their classroom meets the pillars of a FLIP or FLIPPED model; or, as research into the flipped classroom model continues, perhaps researchers could develop a valid instrument for measuring whether a course integrates FLIP or FLIPPED principles.

Understanding these three challenges to research on the flipped classroom model helps to clarify the definition of the flipped classroom and flipped learning, outline models being used to apply the flipped classroom design to learning spaces, and draws attention to what in the definitions could use additional clarification for researchers. If foundational works on the flipped model started with a definition of inverting lecture and practice, and if later research expanded the definition to focus on shifting the attention from instructor to student, then continued research could more robustly define how the flipped classroom model and flipped learning situates control over learning to be with the learner and not with the lecturer, how researchers may measure that control, and how educators across learning environments—from K-12 to higher education to professional training—can consider the flipped learning model in the context of their learning spaces.

Challenges with Designing Flipped Learning Environments

I described three challenges in researching the flipped learning model: the flipped classroom's relatively low applicability to domains other than K-12 education, the misinterpretation of the flipped classroom model as just a flipped or inverted structure with no consideration for pedagogic principles guiding the flipped learning environment, and the misapplication of flipped education research to environments that utilize active learning

strategy but do not consider the degree of learner control over his or her learning. These challenges also relate to the the challenge of how instructional designers should best apply its principles to create flipped learning environments.

To overcome the challenge of creating flipped learning environments, instructional designers could consider how the flipped classroom model fits within other instructional design models and best practices.

Andragogy

Andragogy is the method and practice of teaching adult learners. A foundation of andragogy is the recognition of adult learners as developed, independent beings who learn best when they can connect a learning experience to their rich personal experiences through active, problem-based approaches (Knowles, 1984). An equally important cornerstone to andragogy is the postulation that adult learners' motivation is intrinsic, and that adult learners must believe in a topic's value to be truly motivated to learn (Caffarella, 2002; Knowles, 1984).⁵

⁵ There is debate as to whether andragogy, as a theory with decades of rich debate regarding its definition and purpose in adult education research, is now integrated into pedagogy (Webster-Wright, 2009), should be considered a continuation of pedagogy at another "stage of life" (Houle, p. 222, 1972), or should be as a separate theory entirely, as originally postulated by Knowles in 1967 (Holton, Swanson, & Naquin, 2001). In addition, some researchers define heutagogy as a more modern version of andragogy, or a natural progression stemming from andragogy—an expression of an "advanced" andragogic classroom where the learners takes responsibility for their learning in a fully self-directed environment (Blaschke, 2012). In this study, because of the nature of directed professional development workshops and a focus on a more balanced facilitator-and-participant relationship, I focused on andragogy rather than heutagogy.

The principles of andragogy are situated in assumptions about the adult learner.⁶ The six assumptions state that an adult learner has: understood need, meaning they need to understand why a learning experience is applicable to them and to their goals; independence, meaning that they need to know themselves so that they can direct their learning and manage its success; experiences, meaning that in order to learn they need to contextualize new information within their rich life experiences; readiness to learn, meaning that they need a learning experience that connects to a real-world challenge in the context of their life or profession; orientation to learn, meaning that they need to understand learning as a process and to believe that learning can help them achieve their full potential; motivation to learn, meaning their drive to learn must be intrinsically motivated (Holton et al., 2001; Knowles, Swanson, & Holton, 2015; Merriam, 2001).

In a professional development workshop, like the one I created for women business owners as part of this study, the participants are voluntarily participating in a learning experience, which demonstrates three of the andragogical assumptions: their independence, orientation to learn, and motivation to learn. In other words, the voluntary nature of the professional development session alone aligns the workshop with three of the assumptions of andragogy.

⁶ Holton et al (2001) outlines the history of these six principles; the first four initial principles were presented by Knowles (1984) and were “similar to Linderman’s,” a reference to Eduard Linderman’s seminal work *The Meaning of Adult Education*; those four initial principles expanded to six when motivation to learn was added in 1984 and the understood need was added in 1987 (p. 120).

However, the remaining three assumptions (understood need, experiences, and readiness to learn) are more difficult to recognize just in the learners' voluntary participation. Their willingness to participate in a voluntary workshop demonstrates three assumptions (their independence, orientation to learn, and motivation to learn), but the remaining three assumptions (understood need, experiences, and readiness to learn) are assumptions about the kind of learning environment that the adult learners require once they are in the session. For example, the experience should have a clear purpose so that the learners can understand need; the experience should provide opportunities for learners to connect their experiences and background; and, the experience should provide an opportunity for the learner to connect new skills to a real-world problem or scenario.

To create an experience that satisfies the six andragogical assumptions, educators and facilitators who design professional learning experiences are encouraged to implement these eight elements during the design of the experience (Holton et al., 2001). The eight andragogical process design elements, or steps, include: “preparing the learners, considering the physical and psychological climate setting, involving the learners in planning for their learning, involving the learners in diagnosing their own needs for learning, involving the learners in formulating their own learning objectives, involving the learners in designing learning plans, helping the learners carry out their learning plans, and involving the learners in evaluating their own learning outcomes” (Knowles et al., 2015, p. 277).

In this way, the andragogical design elements are similar to the pillars of the FLIP; they provide additional direction about the design of the learning environment (The Flipped Learning Network, 2014). In my earlier review of literature about the flipped classroom, I

identified that one challenge of the flipped classroom model is that it has not been consistently applied to non K-12 settings like professional development workshops. But in andragogy, unlike in the flipped classroom movement, researchers have written a set of process design elements that apply to the professional development space, and the elements are meant to guide the development of a learning experience that matches the andragogical assumptions (Knowles et al., 2015). In other words, unlike in the flipped classroom movement, in andragogy there are a set of principles that guide the design of professional development workshops for adult learners.

In my review of the literature, I found that nursing education frequently connected both andragogy and heutagogy with the flipped classroom movement (Betihavas, Bridgman, Kornhaber, & Cross, 2016). However, Green and Schlairet (2017) argue that there has been little discussion in nursing education literature about specific practices in the flipped classroom, and suggest that a heutagogical lens may be needed to support the development of a more standard model for the flipped classroom in nursing education. There was not research related to the application of andragogy with the flipped classroom movement for the design of professional development workshops.

These eight elements also align to the constructivist perspective, specifically that learners are unique individuals with unique experiences who learn by constructing new information within their own context and experiences (Jonassen, 1992).⁷

⁷ Caffarella and Olson (1993) argue that, because adult learning theory was developed by all male writers with male subjects in mind, it does not incorporate diverse perspectives.

Could consideration for the flipped learning approach, and consideration for the eight andragogical design principles, help to design a constructivist professional development workshop? If so, how can these considerations for the flipped learning approach, andragogy, and constructivism be more systematically developed, delivered, and assessed within an instructional design process?

Summary

This review of the literature sought to understand how successful professional development sessions might be structured to address the unique needs of adult learners. How are successful professional development sessions structured to address the needs of adult learners? What theories help facilitators to design successful professional development sessions and evaluate professional development sessions' effectiveness?

Specifically, I reasoned through a review of the literature that one unique approach from a constructivist orientation might be the consideration of the flipped classroom model. In order to address complications from the literature regarding the consistent definition for

Feminist pedagogy research critically analyzes the traditional educational environment's singular perspective and questions whether it meets women's needs, specifically, and also asks what modern models might help women to "apply the knowledge that they have learned to desired changes in their own lives and to society in general" (Tisdell, 1995, p. 56) and to "work together to enhance our knowledge; engaged with the community, with traditional organizations, and with movements for social change" (Shrewsbury, 1993, p. 166). In this study, I did not seek to or attempt to argue that learning theories need to be identified or altered in order to create or consider specific gender-based practices of instructional design and facilitation. I observed that the eight andragogical design elements valued learners' unique experiences, which aligned with my constructivist perspective and satisfied my concern that andragogic design principles would be suitable for the design of a professional development workshop for women business owners.

and evaluation of the flipped classroom model, and in order to consider another constructivist approach, the use of the flipped classroom model could be strengthened by the eight andragogical design principles.

I focused on this approach in this study, first formalizing my own practice and the application of constructivist approaches, flipped learning practices, and andragogical design principles. I then evaluated my practice by observing and understanding participant experiences in a professional development session that I designed and facilitated. I reflected practices that seemed to be effective and practices that needed to be improved, but I determined that a workshop structure that was designed according to constructivist, flipped, and andragogical approaches could be effective, and I evaluated that participant outcomes were positive after participation in the workshop.

CHAPTER 3: METHODOLOGY

The purpose of this action research study was to understand whether there are practices related to the flipped classroom model and related to andragogy that I should focus on improving, and to understand whether the workshop structure that was designed according to constructivist, flipped, and andragogical approaches could be effective and could demonstrate positive participant outcomes. In the study, I collected observational, survey, and interview data, with a focus on understanding participant experiences in the workshop and reflecting on my own practice as an instructional designer. I analyzed the data in an iterative three-phase approach of organizing, describing, and interpreting.

An Action Research Study

Action research is one of many methods for conducting research. Action research is not an alternative to research, but is one of many research tools. Since its development in the 1940s, the movement of action research has grown in direction, with aims at teacher development, social and community development, and practical inquiry (Cochran-Smith, Lytle, 1999). Action research includes first-, second-, and third-person research/practice methods that vary in point of view, level of community engagement, and researcher connection to subject (Kinsler, 2010).

The unifying purpose of all action research is that action researchers take action within their own work. McNiff (2016) defines its purpose as “evaluating your practice to check whether it is as good as you would like it to be, identifying any areas that you feel need improving, and finding ways to improve them” (p. 9). The pointed difference between action research projects and traditional research projects, then, is that in action research, the

researcher is not the passive observer but the active participant. The most prominent factor of action research is that the researcher is within the environment being researched. McNiff and Whitehead (2010) identify this as “putting ‘I’ at the center of the research” (p. 38).

This exposure is something that is addressed in the beginning, middle, and end of planning an action research project. For example, systematic observation of students is described by Henning, Stone, and Kelly (2009, p. 16) as an integral part of forming a research question, to the degree that the teacher researcher is looking at behaviors of groups, behaviors of individual children, and his or her own teaching. They argue that these observations should drive the overall inquiry, which in turn molds the strategy for improvement, the literature search, and the selection of methods for data collection.

As “I” is brought forth, so is “you.” In this practical action research study, my focus was to improve my practice, and I was an active participant. But my practice involves others; it is not something I do alone or in an isolated environment. In the study, I intentionally worked to consider those who were a part of the study; they were also active participants, and I understood the importance of their experiences in this research project. Kemmis (2009) describes this as a relationship:

In practical action research, there is a sense in which the ‘project’ is also self-directed, but in this case the others involved also have a voice. The practitioner aims to act more wisely and prudently, so the outcomes and longer-term consequences of the practice will be for the best. Such a stance requires treating the others involved not as objects but as subjects capable of speech and action, and as persons who will also live with the consequences of what is done. The practitioner thus addresses them in the

second person (as ‘you’) – as an Other who is also a subject or self (like oneself). In practical action research, not just the means of the practice are objects of change and development; the ends are also in question – the practitioner explores the outcomes and longer-term consequences of the practice to discover the kinds of criteria by which the practice should be evaluated [...] in practical action research she or he remains open to the views and responses of others, and the consequences that these others experience as a result of the practice. In this case, there is a transitive, reciprocal relationship between the practitioner and others involved in and affected by the practice. (p. 470)

This description of the “other” as “a subject of self (like oneself)” served as a helpful way of considering the workshop and study participants, not just as important but as equally important. Throughout the study, I was an active participant in the workshop and in the research, but the workshop participants were also active participants. I sought to explore not only their experiences in the workshop but also their views on this practice overall, and to ask and reflect upon how the practice of instructional design and training affects the participants and those around them.

The goal of action research can be investigation into one’s own practice, and reflection and continued improvement can be its results (Van Manen, 1990). In this study, my goals were to make myself an active participant of the study, to give voice to the active participants who were a part of the workshop, and to use the action research practice as an opportunity to investigate and reflect upon my craft, with a focus on continued improvement.

Selecting Action Research

As an instructional designer, I create training sessions and environments. In this practice, I frequently have the opportunity to work with minority groups, and I am driven by a passion for understanding whether training can address challenges of inequity at work. Specifically, I seek to understand how I could better use instructional design to support marginalized groups. In my work with women business owners, I have an opportunity to work with women who are growing their businesses. By entering into an action research project while doing this work, I was able to be an active participant not only in the design and facilitation of the workshop but also in my evaluation of my own practice. I chose action research because an action research study provided the opportunity for me to focus on my own craft, allowed for me to form an intention of continued improvement, and also provided the space for me to give voice to the participants with whom I worked. The research project also provided an additional platform for the discussion of gender diversity in business ownership (and the greater discussion of diversity and inclusion in leadership and trades within the American workforce).

Positionality

As a business owner and NAWBO member, and as a business owner who actively seeks professional development activities, I had my own personal experiences with professional-development activities within NAWBO and other business-oriented organizations. In order to explore the perceptions of women business owners and their experiences in a workshop session, I had to first consider and reflect upon my own understanding of professional development activities and how they have affected me and my

perception of professional development. I reflected that it was important for me to remember that being a business owner did not make me an authority on other business owners' professional development needs or experiences. I also reflected that many questions would need to be asked before I could attempt to construct or understand other participants' experiences in a professional development session, as no two participants' experiences are the same. I also acknowledged that my bias was a positive perception of professional development initiatives, thanks in part to my background in academia and in professional training, but also because of my own values related to education, learning, and professional development.

As a researcher focused on instructional technology, and as a business owner who develops digital education resources for companies, organizations, academic groups, and associations, I reflected on my perception of instructional technology and its potential impact. I acknowledged that I was prone to assuming that online tools, especially digital education platforms and resources, could help to make content more accessible, flexible, and/or engaging for participants. I reflected upon my bias toward using digital education platforms and resources, and in the development of this research study, I worked to ensure that my questions would not point participants to responses that fed my own bias toward the need for online tools.

As a board member with NAWBO Greater Raleigh at the time of this study, I had a unique challenge of creating a study that would not encourage my own preconceived notions of NAWBO, of the potential impact of NAWBO events, and of the importance of professional development events for women business owners. In my communications to

potential study participants, I was clear about my role as a researcher, and I when I described that participation in the study was optional, I also specified that the study was not required for NAWBO members, guests, or board members.

Research Design

I pursued an action research design to conduct this study. The focus of the study was on my own practice. Specifically, I recruited participants from a workshop that I developed and facilitated. I collected data before, during and after the workshop to provide insider knowledge about my practice.

Participant Recruitment

The single participant group for this study was the workshop attendees for the “Building Your Facebook Strategy” workshop series, hosted by The National Association of Women Business Owners' Greater Raleigh chapter (NAWBO GR) in July 2017. The workshop attendees were all female, and were all at least 1 percent owners in a business venture. Most were members of the NAWBO GR chapter while others were guests. Attendees were all 18 or older and were business owners or aspiring entrepreneurs. The workshop was limited to eight attendees, and all attendees were invited to participate in this study; five of the attendees agreed to participate. Because the sample was small, specific information about a person or her business could help the participants or third parties to identify a participant in publications and data reporting. As such, participants were classified with pseudonyms, and participants' mentions of identifiable information, of her demographics or background, or of her business and industry, were removed from publications or data reporting.

Action Phase

I created the “Building Your Facebook Strategy” series to help women business owners improve their use of Facebook Business Pages. The workshop was hosted by and advertised through NAWBO GR, and I shared the workshop learning objectives in the event advertisements (see Appendix A). I also used a pre-workshop survey to learn more about the participants and their goals for the workshop (see Appendix B).

As the workshop facilitator, I designed and/or curated all of the workshop materials and assignments, and I wrote all of the participant communications (see Appendix C through Appendix F). I also facilitated the workshop sessions. The series was a two-session workshop, featuring two two-hour block sessions that were one week apart. Both sessions were held at the Roper Bookkeeping office space in northern Raleigh. The first session was held on July 24th. After the first session, participants were emailed additional pre-workshop materials, then the second session was held on July 31st. After the second session, participants were emailed post-workshop reference materials.

By focusing on this session as an action research study, I sought to understand: (R1) As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on? (R2) What elements of a flipped workshop did the participants feel were and were not effective? (R3) How did the women business owners/participants perceive a flipped workshop structure as a tool for professional growth? (R4) How did the women business owners use Facebook for their businesses, and did their strategies change after participating in a flipped workshop about Facebook?

Data Collection

For this study, I collected data through observations, a survey, and participant interviews. Within action research, data collection is on-going and iterative. As both the subject of study and the researcher, I frequently implemented instructional design strategies and then reflected on those strategies from a research lens. Often, this reflection process led me to make changes to the workshop design, meaning that the process of data collection and analysis informed my practice as an instructional designer throughout the workshop design process. As an instructional design professional, I also designed and facilitated other workshop sessions for other settings throughout this project, and I found myself applying what I was learning through this research project to other instructional design challenges outside of this study.

As an action researcher, the process of collecting data, analyzing data, and reflecting on one's practice is iterative and unbounded. For the purposes of this study, I took careful notes about the workshop design process, data collection process, and data analysis process, so that I could better understand and evaluate my own practice in a formal way.

Observations. Observational data was collected both during and after the professional development sessions. Observation is a data collection method in which researchers record a first-hand account of an event or phenomenon. When generating field notes to capture what is naturally occurring within the space, researchers may notice things that participants have grown accustomed to and are no longer conscious of; researchers may observe things that participants might not want to discuss openly; and researchers may collect background information or explanations that can contextualize or support data that are

collected in other ways (Merriam & Tisdell, 2015). When considering observation as a data collection method, qualitative researchers should evaluate whether they are assuming a complete participant, participant as observer, observer as participant, or complete observer/nonparticipant role within the space (Creswell, 2013b; Merriam & Tisdell, 2015). In this study, I was the researcher and the facilitator, so I had an active role in the workshop session while also serving in an observer role.

The observation data included both in-person observations of the workshop participants' interactions and engagement and observations of digital records to track and evaluate Facebook use of business owners who participated in the workshop over a three-month period following the workshop series.

As part of the research process to analyze and improve my practice, the observational data included observations on my own reflection of instructional design practices, as I designed and facilitated this workshop. I focused on organizing, describing, and interpreting the models and practices that I integrated as I designed the session.

As part of a research process to understanding participant experiences, observations were a useful tool for considering observable phenomena related to my research questions (see Appendix G). The purpose of collecting observational data was to collect data related to these phenomena, in order to have the opportunity to analyze the workshop and to try and construct an idea of the participants' experiences in the workshops. In addition, this study collects observational data as a way to collect data that may provide contextual support for other data forms, including survey data and interview data.

Survey. In this study, I submitted a short survey to the study participants. Cohen & Manion (1989) name three intentions that a researcher may have when choosing surveys as a data collection method: the intention to describe conditions, the intention to identify standards for comparison, or the intention to determine relationships between variables, which is summarized by Drew, Hardman, & Hosp (2008) as “descriptive, difference, or relationship” (p. 167). In this study, my intention for collecting survey data was to describe the conditions of the workshop environment.

I did not use a validated or reliable survey instrument; I created a survey that was specific to my research project. The survey featured a series of statements, and the survey participants were asked to respond to the statements on a scale of 1 to 5, 1 being strongly disagree and 5 being strongly agree (see Appendix H).

Interviews. In addition to the surveys, I conducted semistructured interviews with each of the participants of the study. Unlike first-hand observation data, interview data is second hand, meaning that is a relived description of what a participant remembers about what occurred. Interviews as a data collection tool are a way for researchers to collect detailed data about participants’ perceptions. A semistructured interview provides space for the researcher to “explore within... predetermined inquiry areas” (Hoepfl, 1997). As with observations, even though the researchers want to be open to what participants might share during the interview, and no matter what the interview structure, researchers should spend time considering what research questions could be answered with data collected through the interviews (Creswell, 2013; Merriam & Tisdell, 2015; Seidman, 2013).

As part of a research process to understanding participant experiences, interviews were chosen as a data collection method because interviews can be a useful tool for collecting data about participants' perceptions. My purpose for selecting interviews as a data collection method was to collect participant responses in a semistructured format, in order to better record and construct the participant perceptions (see Appendix I). Importantly, the semistructured interview format can encourage data collection that explores within a predetermined inquiry, which is fitting for a study like this one that has identified a focus within andragogical assumptions and design principles. The interview data could also provide context for other data types, such as observation or survey data.

Data Analysis

As part of a research process to understand participant experiences in a professional development series, I analyzed observation, survey, and interview data. The analysis was a three step, iterative process, one that began with a review of all the data, followed by the identification of categories or codes that could be used to label the data and chunk the data set into smaller pieces. Then I analyzed the chunked data for themes that emerge from the data. These steps were not sequential but were iterative; as researchers begin to develop categories or codes, they may go back to the data to review again, which may lead to more codes; as they begin to identify emerging themes, they may decide to go back and code for other categories (Creswell, 2013). This process can be summarized as organizing, describing, and interpreting (Best & Kahn, 2005).

I also analyzed and interpreted the data from an action research framework, considering what the researcher, in the role of the practitioner, can do to improve learning,

and may focus on generating evidence from the data. Since the focus of the study was on the participants' individual perceptions and experiences, the study will not offer an empirical description of the case, provide standards for comparison, or determine relationships between variables within the case. Instead, this kind of research aligns with multiple perspective of reality, or a belief that there is not one singular reality but multiple realities formed by peoples' perceptions and experiences, and the focus of the research is collecting data about participant perspectives and analyzing it to better understand participant experiences (Creswell, 2013; Fraenkel & Wallen, 2003).

Organizations like NAWBO Greater Raleigh could be the tool that women use to close the gross earnings gap between women- and male-owned businesses. These organizations focus on education as an important pillar in their fundamental fight to better support women business owners. More information about the kinds of workshop structures and strategies that help the adult learner women business owners to learn and apply new business practices could help these organizations to better serve the education goals of the women owned businesses in the Wake County area and beyond.

Summary

This study was an action research study, and the goal of this study was to improve my practice as an instructional designer. In the study, I collected observational, survey, and interview data, and I analyzed the data in an iterative three-phase approach of organizing, describing, and interpreting. Through this process, I formalized my instructional design practice to better understand how I apply the ISD model, the flipped classroom model, andragogy, and constructivism, and I reflected on the actions within my practice that I should

continue and should improve, based on my observations and on participant experiences. I also evaluated whether a flipped professional development session would have an impact on participant outcomes, observing that many participants demonstrated improved and increased use of Facebook after the workshop sessions, and reflecting that a flipped classroom model can be a successful tool for professional development in my instructional design practice.

CHAPTER 4: RESULTS

This study focused on the experiences of a single participant group, the workshop attendees for the “Building Your Facebook Strategy” workshop series that occurred in July 2017. As the workshop designer and facilitator, I created the series and either curated or created all related material for the series (see Appendix A through Appendix F). All eight workshop participants were invited to participate in this study; five of the participants agreed to participate. Those five participants all completed a short survey and three participated in follow-up interviews.

This study provided me an opportunity to reflect on and evaluate my instructional design practices. Through this process, I created a more concrete description of my constructivist instructional design process for flipped, andragogical learning environments. I reflected that I was successful in my practice of describing the workshop objectives, in creating an engaging and interactive session, in demonstrating my preparedness, and in demonstrating my care for participant success. My findings suggested that, in the future, I should focus on improving my practice of mapping in-class and out-of-class elements and my practice of co-creating learning objectives with workshop participants.

In this present study, I also evaluated the use of a flipped classroom model for professional development sessions, especially for women business owners. Overall, my findings suggested that the use of the model was effective. Overall, participant outcomes were positive, with many participants demonstrating improved and increased use of Facebook after participating in the workshop.

Research Question One: My Instructional Design Process

In this study, I asked, “As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?” I found that, in order to address this question, I had to clarify “my practice as an instructional designer.”

Formalizing My Practice

I had always felt that, while my approach to instructional design was organized by the Instructional Systems Design (ISD) model, my practice was rooted in a constructivist orientation to learning (Merriam, Caffarella, & Baumgartner, 2012). But I had not aligned my constructivist orientation to my use of the ISD model, which is rooted in a behaviorist orientation. In the recent years preceding this study, I had also integrated some of the principles of andragogy (Knowles, 1984) and the flipped classroom model (Chen et al., 2014; Sams & Bergmann, 2013; Strayer, 2012; The Flipped Learning Network, 2014), but I had not analyzed how, when, or why I applied those principles during my design process, or how those principles blended with my constructivist orientation.

As part of this study, I attempted to organize the principles of constructivism, andragogy, and the flipped classroom into the the five phases of the ISD model (see Table 1). As a result, I discovered that while I used the ISD phases to structure my process, my approach to instructional design was a blend of these four models: ISD, andragogical design, flipped learning, and constructivism.

During this study, I integrated the following principles into the design of the Facebook workshop:

- ***Principles of Andragogical Design.*** (1) preparing the learners, (2) considering the physical and psychological climate setting, (3) involving the learners in planning for their learning, (4) involving the learners in diagnosing their own needs for learning, (5) involving the learners in formulating their own learning objectives, (6) involving the learners in designing learning plans, (7) helping the learners carry out their learning plans, and (8) involving the learners in evaluating their own learning outcomes (Knowles et al., 2015, p. 277).
- ***Principles of the FLIPPED Classroom.*** The seven pillars of the flipped learning approach, which correspond to the acronym FLIPPED:
 - from The Flipped Learning Network (2014): *F* for flexible environment; *L* for learning culture; *I* for intentional content, and *P* for professional educator;
 - from Chen et al. (2014): *P* for progressive activities, *E* for engaging experiences, and *D* for diversified platforms.
- ***Principles of a Constructivist Approach.*** (1) active learning, or the involvement of learners in meaningful, authentic tasks; (2) authentic learning, or the development of exercises that encourage the learner to feel ownership and to see real-world applications; (3) multiple perspectives, or the presentation of many views and multiple approaches; (4) collaborative learning, or the development and integration of multiple perspectives from within the classroom group into the learning environment;

and (5) the student-centered environment⁸, or role of the facilitator as one of supporting and “teacher scaffolding” a student-directed, collaborative practice environment (Karagiorgi & Loizos, 2005).

As shown in Table 1, I categorized each principle into one of the five phases of the ISD model, Analyze, Design, Development, Implement, and Evaluate (Allen, 2006).

Based on my analysis of materials from the workshop, I was able to clarify my unique approach. Analyzing how these elements created a cohesive instructional design cycle also helped me to understand and evaluate my constructivist instructional design process for flipped, andragogical learning environments.

The following is a discussion of the themes that emerged. I used the phases of the ISD model to categorize the andragogical design principles, flipped learning approaches, and constructivist applications. The five themes that emerged illustrated my blended five-part instructional design cycle, shown in Figure 1.

⁸ Karagiorgi and Loizos (2005) define four specific approaches in their discussion of instructional development, but the theme of “student-centered environment” was shared as well. I have added that theme here as a constructivist approach, which is why there are five constructivist approaches total.

Table 1

Clarifying My Instructional Design Practice.

Phase of ISD	Andragogical Design Principles	Flipped Learning Approaches	Constructivist Applications	My Five-Part Instructional Design Cycle
A – Analyze	(1) preparing the learner (4) diagnosis of learning needs (5) set learning objectives		(2) authentic learning	Co- Investigate
D – Design	(3) mutual planning (6) design of the learning experience	I for intentional content		Map
D – Development	(7) learning activities	F for flexible environment D for diversified platforms	(1) active learning, (2) authentic learning (3) multiple perspectives	Create
I – Implement	(2) climate setting	L for learning culture P for progressive activities P for professional educator	(4) collaborative learning Student-Centered Environment	Facilitate
E - Evaluate	(8) involving learners in evaluating their learning environments	E for engaging experiences		Reflect

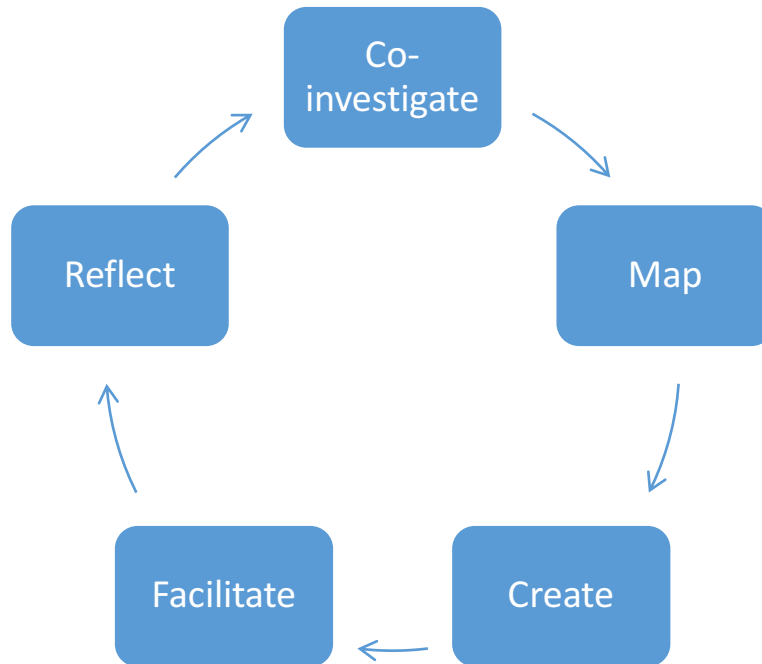


Figure 1. My Five-Part Instructional Design Process.

In the following sections, I provide more information about how each of these themes emerged from my practice.

Co-investigate. In the traditional ISD model, “analyze” refers to the how the instructional designer “analyzes the job performance requirements and develops a task list” (Allen, 2006, p. 436). The traditional tasks are to analyze the needs of the learner and of the job that the learner will perform. In my work, I altered this to focus on co-investigation. The theme of “co-investigation” was a more appropriate way to describe this phase because in my instructional design process, I focused on involving the participants in the discovery of and description of the professional development topic.

According to my analysis of the workshop, I referenced three andragogical design principles in “co-investigate” phase. The first of these principles was “preparing the

learner”; according to Knowles et al. (2015), “...even a brief experiential encounter with the concepts and skills of self-directed learning helps adults feel more secure in entering into an adult learning program” (p. 53). I applied this principle by taking time to introduce the structure of the workshop, including the BYOD or Bring Your Own Device aspect, to the workshop participants. I wanted to prepare the participants for the nature of the workshop, so I communicated that the workshop would invite them to experiment with their own Facebook content on their own devices.

The second of these principles was “involving participants in diagnosing their learning needs”; Knowles et al. (2015) state, “There are three sources of data for building such a model [of desired behavior]: the individual, the organization, and the society” (p. 59). This use of the term “model” and the concept of using a model to identify a desired state speaks to the relevance of andragogy to the professional development, workforce training, and human resource spaces. Knowles et al. (2015) describe that in the human resource space, organizations might use models to better understand where they need their learners to be, what gaps may exist, and what learning objectives might help to get to the desired state. For this workshop, a formal model to identify desired workshop outcomes was not needed. However, I integrated examples of dynamic Facebook pages into the course and into the online resource center, and I facilitated discussions with the participants about Facebook business page examples that they followed. We talked about what those examples were doing that we could be doing, and we talked about the kind of Facebook business page activity that caught our attention. We co-investigated these examples as we developed our

own model of success, and we used this information and our informal model of success as we co-created the workshop objectives.

The third andragogical principle that I referenced was “involving learners in forming their learning objectives”; Knowles et al. (2015) describe the need for this principle: “Educational objectives may also be stated in terms of the principles of action that are likely to achieve desired changes in the learner. The understanding and acceptance of educational objectives will usually be advanced if they are developed cooperatively” (p. 63). In order to encourage participant support for realistic learning objectives, I focused on adapting the learning objectives to the participants. I used information from my observations of the learning need and from the participants’ pre-workshop assessment responses. I then adapted the learning objectives to the participants based on these findings.

During the start of both of the sessions in this two-part workshop, I invited participants to revisit and revise the learning objectives with me. By integrating these principles, I was able to collect information about my participants’ expectations, experiences, and goals before and during the workshop, which enabled me to adapt the content and curriculum to their needs.

I also aligned my practice in this phase with the constructivist notion of “authentic learning”. Constructivist instructional designers focus on creating real-world contexts within which learners can practice; Karagiorgi and Loizos (2005) state “Ordinary practices and tools used by professionals of the field under study are the most authentic situations as students are helped to implement knowledge in genuine ways and become aware of the relevancy and meaningfulness of their learning. Therefore, students should be placed in such situations in

which they will not be artificially constrained” (p. 20). So, for example, in preparing to design the Facebook workshop, I aimed to investigate what ordinary practices my participants were already using, what tools they were already using, and what authentic situations or challenges they were looking to overcome in their work of using Facebook for business. This practice improved my ability to co-investigate the training needs and goals with the participants.

Co-investigation phase in practice. During this phase, I analyzed the environment, looking for authentic opportunities for learning, then clearly defined the professional development topic I discovered: Facebook for business. I described why the topic was being offered as a professional development series and what the participant may learn to do in the professional development series about using Facebook for business. I also described the professional development series’ structure. I emphasized how learners would be included and how activities would be engaging and useful, and I described the BYOD or “Bring Your Own Device” aspect of the workshop. Finally, I sent the participants a pre-assessment survey ahead of the first workshop session, which asked participants why they were interested in the topic, what experience they had with the topic, and what questions they hoped to have answered through the professional development series.

I also observed the participants’ existing practices with Facebook, to understand if they were active on Facebook through their businesses. I began building a model of effectiveness, based on the participants’ expressed objectives and based on examples I could find of successful companies who were doing well on Facebook. My purpose for collecting this information was to learn more about the needs of the participants in advance of the

workshop, so that I could adapt the content and curriculum to the needs of the learners, effectively co-investigating the workshop topic with the participants.

Map. Whereas in a traditional ISD model, “design” refers to how the instructional designer “develops a detailed plan of instruction that includes selecting the instructional methods and media and determining the instructional strategies” (Allen, 2006, p. 436), here my practice could be described as “mapping”. In this phase, I focused on mapping our opportunities for active, engaging activities that would provide authentic challenges for the learners. I also focused on mapping out what content might be appropriate for learners to engage with outside of the workshop and what content might be better suited for learners to experiment with during the workshop.

According to my analysis of the workshop, there were two andragogical design practices that I applied in the “map” phase. The first of these principles was “involving learners in mutual planning”; according to Knowles et al. (2015), this principle reverberates the core andragogical perspective of the adult learner as independent:

“One aspect of educational practice that most sharply differentiates the pedagogical from the andragogical, the mechanistic from the organismic view, and moving from the *teaching* to the *facilitating of learning* perspective includes the role of the learner in planning. Responsibility for planning traditionally has been assigned almost exclusively to an authority figure (teacher, programmer, trainer). But this practice is so glaringly in conflict with the adult’s need to be self-directing that it is a cardinal principle of andragogy... One of the basic findings of applied behavioral science research is that people tend to feel committed to a decision or activity in direct

proportion to their participation in or influence on its planning and decision making.

The reverse is even more relevant, which is that people tend to feel uncommitted to any decision or activity they feel is being imposed on them without their having a chance to influence it.” (p. 58)

To involve the learners in the planning of the workshop was to invoke a key tenant of andragogy: that adult learners are self-directed and will be more committed to an activity if they had a chance to impact its development. To this end, I was very focused during the design and facilitation of the workshop to involve participants in the process; during this “map” phase, I looked diligently for opportunities to involve the participants in the planning and design of the workshop.

Related to this was a second principle of andragogy that applied during the “map” phase: “involving learners in designing learning plans”; in this principle, Knowles et al. (2015) describe that the instructional designer will be “designing units of experiential learning utilizing indicated methods and materials, and arranging them in sequence according to the learners’ readiness and aesthetic principle” (p. 65). In other words, the instructional design of the content, including the chunking and sequencing of the information and materials, with a focus on finding opportunities for experiential learning and adapting the content to the learners’ contexts. I blended this andragogical practice with the flipped learning approach of identifying “intentional content” in advance of instruction. According to Chen et al. (2014), “Instructors need to carefully select and evaluate what learning content should be taught directly and what content should be placed in the self-learning space” (p. 18). As the instructional designer, I took time to consider the content sequence and place. I

considered how I could “arrange” the content, brainstorming about what content might be suitable for learners to engage with outside of the workshop sessions and what content needed to be introduced during the workshop sessions. As illustrated by Chen et al. (2014), this consideration took into account what kinds of content might need to include support from the instructor, which they phrase as “taught directly,” however I interpreted the term “taught” as facilitate since I would be integrating andragogical practices focused on active, authentic learning challenges.

Map phase in practice. As I mapped out the workshop content and activities, I focused on identifying opportunities for authentic, engaging challenges that would serve as the foundation of the learners’ experiences in the series. I actively looked for opportunities not only to involve the participants in the workshop series but also to involve them in the planning of the workshop. I identified opportunities for the facilitator and the participants to both engage with the learning material, so that the participants could provide feedback and input about the learning materials, could create and evaluate materials, and could receive support from the facilitator and fellow participants.

This phase provided me the opportunity to start planning how I would share content. I considered what introductory workshop materials I could send to the participants before the workshop. I began sequencing the content and materials to suit learners’ level of experience and learners’ workshop goals. I also began to plan an agenda for the sessions, and considered how I would use time in the beginning of the first session to invite learners to co-create the learning objectives with the facilitator. I considered the content that would need to be covered in the workshop, and I worked to identify what content the participants might be

able to interact with outside of the workshop sessions. I asked myself, “What is lecture-based content that can be delivered *outside* of the active workshop space? What is practical, hands-on content that should be owned by students within the active workshop space?”

Create. In a traditional ISD model, “develop” refers to how the instructional designer develops the workshop materials in advance of the session, including student materials, instructor lecture materials, media, and any “instructional systems” (such as a Learning Management System, website, or other platform) that will be needed for deployment of the course (Allen, 2006, p. 436). As the instructional designer, I developed the materials (including the instructor and student materials) and the systems (including the online resource center and other platforms that I would use to share resources and assignments with the participants). However, according to my analysis of the workshop, and because I focused on ways that I could create materials and systems that were very specific to the participants needs and goals, my practice during this phase could be described as creating.

In the “create” phase I integrated the andragogical design principle “helping learners carry out their learning plans” (Knowles, et al, 2015, p. 277). I focused on creating materials and systems that would empower students to work independently. My goal was to empower students to experiment with new strategies and new Facebook page content, so that they could work toward meeting their individual objectives for the workshop. In essence, the content that I created for the workshop session was created with a goal of allowing the students to create, too.

In addition, I integrated learner-centered activities by borrowing two approaches from flipped learning. These included the practice of creating a flexible learning environment.

According to Chen et al. (2014):

“To support flipped-mastery, the environment of flipped learning must be flexible.

The environment needs to provide a variety of learning modes, and students should be able to choose where and when they learn. Educators should adjust their teaching methods accordingly.” (p. 18)

I knew that creating an environment flexible enough to allow for participant preferences about content, format, and modality would be a challenge. But in this phase, I focused on creating resources or assignments that provided the participants with some opportunity for choice, whether that was a choice of topic or of reading material or of peer evaluation partner.

The second approach that I borrowed from flipped learning was the use of “diversified platforms,” which are defined by Chen et al. (2014) as “...digital platforms of a ubiquitous nature” (p. 19). I interpreted this as an opportunity to integrate varied media, including print media, digital text, graphics, digital forms, videos, and more, into the materials and systems that I created.

Three constructivist practices described my approach in the create phase: (1) active learning, or the involvement of learners in meaningful, authentic tasks; (2) authentic learning, or the development of exercises that allow the learner to feel ownership and to see real-world applications; and (3) multiple perspectives, or the presentation of many views and multiple approaches (Karagiorgi & Loizos, 2005). Through these approaches, I was reminded of the

importance of involving learners in the instructional design process, of creating authentic challenges, of relating the workshop content to real-world examples, and of using varied approaches and perspectives in my instructional design process and in my workshop content.

Create phase in practice. The major difference observed between my workshop and the traditional ISD approach to the “development” phase is that I, as the designer and facilitator, created interactive materials and systems with a goal of encouraging participants to practice with authentic, individualized challenges in a hands-on way. I looked for real-world applications or ways to integrate the participants’ prior knowledge and experiences into our workshop and in the planning of our workshop. I challenged myself to find ways to make the materials and the systems more flexible and to allow for participant choice and independence. Finally, I took time to review the media types that the workshop leveraged, working to diversify the approaches, the media, and the perspectives that were integrated into the workshop.

More specifically, during this phase, I created interactive exercises that involved the participants and facilitated practice through meaningful tasks, such as learner-centered exercises and discussions that challenged participants to try creating Facebook page content. I created authentic challenges that connected the topic to real-world applications, and I encouraged the learner to feel ownership over the content by creating learner-centered projects and collaborative challenges, such as the “checklist activity” that asked participants to peer review one another’s Facebook pages according to a checklist I provided.

I created supporting material to help the participants navigate through the workshop—materials that would support learners’ readiness for these interactive exercises

and authentic challenges, and materials that the participants could review outside of the workshop space. I harnessed diversified digital media for these supporting materials, using variety of media, including text, graphics and images, video, audio, and other formats. Finally, I created the course spaces, or the “systems,” that would hold this content, and I worked to organize the content within those spaces so that information and instructions would be easy for the participants to locate and use.

Facilitate. I identified the fourth phase of my instructional design cycle as “facilitate.” This differed from the more traditional ISD phase described as the “implement” phase, in which “the instructional system is fielded under operational conditions” (Allen, 2006, p. 437). Instead, by integrating design principles from andragogy, flipped learning and constructivism, I was able to act as more of a facilitator of learning, rather than an implementer. In the case of my study, the learners had more agency, rather than being acted upon by the instruction.

According to my analysis of the workshop, there was one andragogical design practice that I applied to this phase: the practice of establishing a climate conducive to learning. According to Knowles et al. (2015), the climate has the potential to impact the success of the entire learning experience:

“If the climate is not really conducive to learning, if it doesn’t convey that an organization values human beings as its most valuable asset and their development its most productive investment, then all the other elements in the process are jeopardized. There is not much likelihood of having a first-rate program of educational activities in an environment that is not supportive of education.” (p. 57)

This practice was evident in the “facilitate” phase as I sought to develop a rapport with my participants; I focused on facilitating the workshop with them, rather than delivering the content to them, with a goal of establishing a collaborative, supportive climate, one that participants would experience as care for their learning objectives. The environment also needed to be a safe, consequence-free environment for the participants to practice in.

I found evidence of instructional practices that aligned three flipped learning approaches to this theme. One practice focused on facilitating a “learning culture” (The Flipped Learning Network, 2014, p. 2). Chen et al. describe the learning culture as the “shift from an instructor-centered culture to a student-centered culture, where in-class time is used for exploring topics in greater depth and creating richer learning opportunities” (p. 18). I applied this principle by facilitating interactive, participant-centered activities during “class time,” with a focus on ensuring that the time the participants and I spent together allowed for in-depth practice. The second approach that aligned with the “facilitate” phase was the facilitation of what Chen et. al (2014) describe as “progressive activities”:

“Since the F-L-I-P™ schema only addresses the question of content-planning (what to learn), and overlooks the necessity for dynamic activity delivery (how to teach) this additional component will further emphasize the activities-oriented nature of flipped learning.” (p. 18)

This is a principle that integrates pedagogy with the flipped structure. It emphasizes that the instructor is not only mapping content for in-class use and out-of-class use; the instructor is also serving as a facilitator during the sessions, creating a progressive environment by facilitating learning through engaging, dynamic activities. While the learners are self-

directed, they are not completely independent from the facilitator. Finally, the third principle of flipped learning that I applied to this phase addresses the instructor's role; the principle of "professional educator" is the statement The Flipped Learning Network (2014) makes about the importance of an instructor in the flipped learning classroom:

"Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur." (p. 2)

This description reinforced that, while the learners in my workshop session were empowered to have individualized goals, and while the activities were peer-led active practice, my role was still relevant. I applied this principle by reflecting on my practice as I was designing and facilitating the workshop, and by looking for opportunities to support the participants as they navigated through their practice.

There were two constructivist practices that applied to this phase. The first was collaborative learning, or the development and integration of multiple perspectives from within the classroom group into the learning environment (Karagiorgia & Loizos, 2005). During the workshop, participants worked with one another through peer review exercises, spending time evaluating one another's Facebook pages and providing feedback. The participants also engaged in peer discussions about their future goals for using Facebook for business and about good examples of Facebook business pages. The second constructivist

practice that applied to this phase was one I found in a description of constructivist instructional design by Karagiorgia and Loizos (2005):

“Constructivists point to the creation of instructional environments that are student-centered, student-directed, collaborative, supported with teacher scaffolding and authentic tasks and based on ideas of situated cognition, cognitive apprenticeship, anchored instruction and cooperative learning” (p 19).

This summary of constructivist instructional design highlights a student-centered learning environment, and defines the facilitator’s role as one of supporting student-directed, collaborative, authentic tasks. In the workshop, my role was to constantly evaluate how the participants were doing in their practice and peer exercises, and to tailor feedback and new challenges to their progress and goals. This concept of a student-centered approach aligned with the flipped and andragogical principles in the “facilitate” phase of my instructional design process.

Facilitate phase in practice. The major difference between the traditional ISD “implement” phase and this theme of “facilitate” in the present study was that in the “facilitate” phase, I focused explicitly on creating a trusting, relationship-based learning environment that valued the participants’ experiences as much as (or more than) the facilitator’s. I approached my role as the facilitator with a coaching mindset, working to avoid the role of “expert” and to instead support the participants as a coach.

During this phase, I cultivated an environment of trust within the professional development sessions by valuing learner input and experiences. I worked to clarify expectations so that participants understand what needed to be done prior to in-person training sessions, what

would be done during the workshops sessions, and where more information could be found. I used the Socratic method, coaching methods, and other facilitator best practices, and I encouraged participants to investigate their own solutions and to work collaboratively with peers.

Reflect. The final instructional phase in this study aligned in some regards with the “evaluate” phase of ISD. This phase of ISD is a continuous phase; instructional designers are continuously evaluating throughout the process, as they move through the phases and as they reevaluate based on user feedback (Allen, 2006, p. 437). In alignment with this phase, I looked for ways to evaluate the effectiveness of the workshop. However, I built on this phase to develop a more reflective versus evaluative approach to my work. I returned to this phase throughout the process to reflect on my alignment with the co-created learning objectives, starting in the “co-investigate” phase of my process, and on through to the “facilitate” phase. This more reflective approach resulted in part from my integration of additional design features.

For example, there was one andragogical design principle that I applied to this phase, which was “involving learners in evaluating their learning environments (Knowles et al., 2015, p. 277). Rather than focusing on assessments that evaluated changed behaviors, I focused instead on reflecting with the participants about the success of the workshop, whether they felt it was effective, and what additional information or skills they would hope to learn in a future session.

One flipped learning approach related to this principle. According to Chen et al. (2014), “...student learning experience must also be one of the additional factors for gauging

whether a new learning method is successful” (p. 19). By reflecting on the participants’ experiences, rather than focusing predominately on evaluation of outcomes, I was able to reflect, in a way that aligned with my approach to instructional design, on the session and its effectiveness.

Reflect phase in practice. In this study of my practice, I found that the major difference between the traditional ISD model and the “evaluate” phase and this theme of “reflect” is that I, as the facilitator, reflected back to learning objectives that were co-created along with the session participants. Also, as I reflected back on the session and its effectiveness, I sought to understand whether the session met the participants’ objectives. Because my application of the “reflect” phase was iterative and participant-centered, I sought participant feedback about session objectives prior to each phase of session development (discussed further in later sections).

As I developed this workshop, I frequently returned to the “reflect” phase. I reflected on whether the development of the content and the goals for the session were in alignment, then adapted as necessary. I asked learners for feedback about the professional development session, then I used learner feedback to adjust the co-created learning objectives or to improve my practice. Finally, I connected the course evaluations to the learning objectives that the adult learners had helped to co-create at the start of the series.

Summary of My Practice

Through my analysis of data collected before, during, and after the “Building Your Facebook Strategy” workshop, I was able to analyze the extent to which andragogical design principles, flipped learning approaches, and constructivist applications could provide lenses

for understanding and describing my instructional design process. As a result of my analysis, I developed five themes to describe my design cycle. These themes corresponded with the five phases of the ISD model but they differed from traditional deployment of the ISD model. This was primarily due to the manner in which I pursued a constructivist-focus approach to instructional design, as opposed to a behaviorist-focused analysis of job tasks that is more typical of an ISD approach.

The five themes – co-investigate, map, create, facilitate, and reflect – defined my instructional design practice. They also provided a framework for describing my integration of andragogy and the flipped model of instruction in practice. Equipped with a formalized description of my practice, I was then able to evaluate my practice, with the goal of identifying areas of improvement.

Practices to Continue

Once I had analyzed my instructional design process, I asked, “As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?” To address this question, I reflected on the observations, survey data, and interview data.

The survey responses indicated that all the participants surveyed agreed or strongly agreed that the workshop objectives were clear, that the workshop was engaging and interactive, that the facilitator was prepared for this workshop, and that the facilitator cared about their success in this workshop (see figure 2).

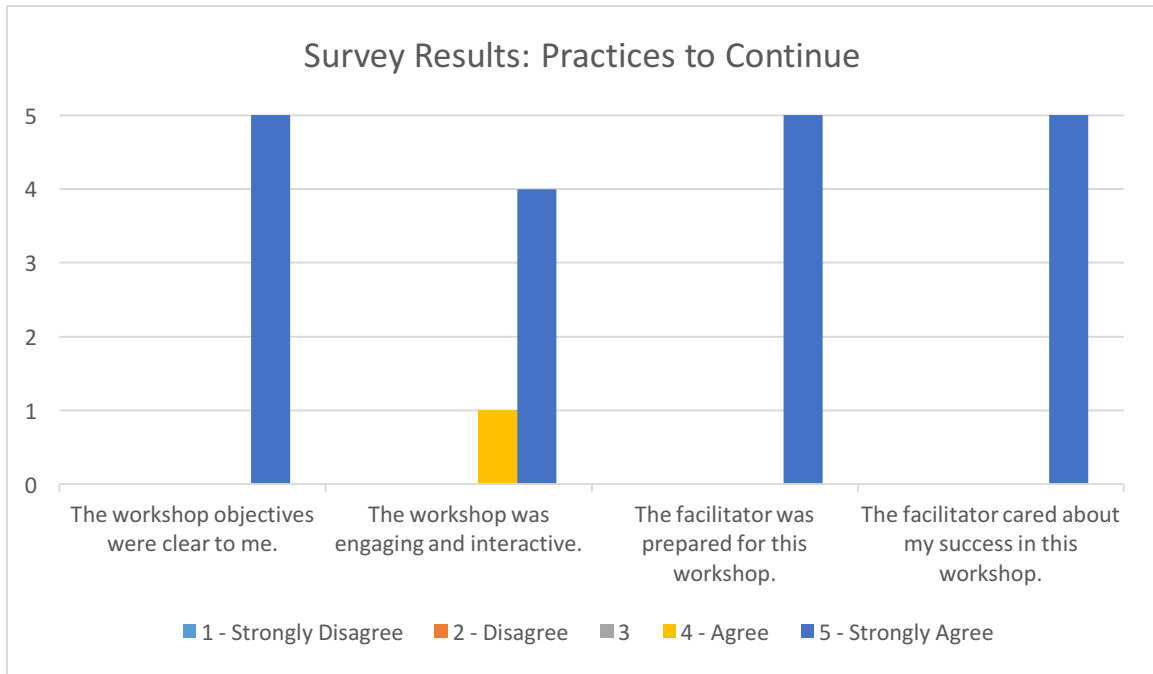


Figure 2. Survey Results: Practices to Continue.

These responses described the participants’ experiences in the workshop, and the results indicate that I was successful in my practice of describing the workshop objectives, in creating an engaging and interactive session, in demonstrating my preparedness, and in demonstrating my care for participant success.

Describing the workshop objectives. During the workshop, I observed that the participants seemed to clearly understand the purpose of the workshop. As we began the workshop, I asked participants to share why they were attending. As the participants outlined their business goals, I noticed that their goals would often directly reference the workshop objectives that I had described in the event advertisements. Participants seemed to clearly understand what we would be covering and what we would not be covering, and participants seemed to have already interpreted how the content would impact their business goals.

During the interview sessions, when I asked participants how they decided what professional development sessions to attend, they all mentioned the “topic” in some way. The theme that emerged from the women business owners I interviewed was that the topic or content of a workshop was very important to them when they decided to attend a professional development session.

During our interview “Clara”⁹ identified two ways that she evaluates a topic: the subject itself, and whether the subject is immediately actionable. She stated, “The topic on its own is one factor. Number one, is it of interest? But number two, is it something that will be applicable and that can be implemented quickly?” Similarly, “Gene,” said that she based her decisions about attending professional development sessions on how the topic relates to her business context. When I asked how she decided what professional development sessions she would attend, she answered, “Whatever is my next development goal or stretch. And often that is to solve a problem.” I asked Gene if that meant that she connects her selection of professional development sessions to topics that would help her with goals and challenges, and she said yes. The participants discussed other factors, including schedules, the expertise and style of the facilitator, and even “fun,” that they might consider when deciding to attend a professional development session; however, the topic of the workshop was listed as the primary factor. Interestingly, it was not just the topic, but also how

⁹ Participants have been classified with pseudonyms, and participants' mentions of identifiable information, of her demographics or background, or of her business and industry, have been removed from publications or data reporting.

immediately applicable the topic was to their businesses (“to solve a problem”), that seemed most relevant.

In light of this theme, I identified that one practice that I should continue to focus on as an instructional designer would be clearly communicating the workshop topic and the learning objectives. Women business owners should be able to quickly understand whether the workshop’s objectives related to an immediately relevant challenge, goal, or task. I reflected that the following principles from my instructional design process related to this theme:

- [Co-Investigate Phase]: Clearly define professional development topic
- [Co-Investigate Phase]: Clearly describe why the topic is being offered and what the participant may learn to do in the professional development series
- [Co-Investigate Phase]: Describe the professional development series’ structure, emphasizing how learners will be included and how activities will be engaging and useful

My takeaway was that the participants used the workshop topic and learning objective information to evaluate whether or not the session would be a good use of their time, and that this factor could be the most important factor that women business owners consider when deciding whether to attend a professional development session. I reflected that, going forward in my instructional design practice, I could continue to ensure that the topic, objectives, and structure were clearly defined.

Creating an engaging, interactive session. The participants agreed or strongly agreed that the session was engaging and interactive (see figure 2). During the session, I

observed that the participants seemed engaged and on task; as we worked together, in small groups, or individually, participants seemed engaged in the workshop activities. For example, on all of the tasks that I asked participants to do in the workshop, I observed that all the participants completed the tasks they were asked to do.

In addition, I observed that all the participants who attended came to the workshop with the necessary equipment. The workshop was advertised as a “BYOD” event: Bring Your Own Device. Every participant who attended brought a laptop or tablet so that they could work on their content on their device during the workshop session. Before the workshop, I assumed that the success of the interactivity would be based on this BYOD, hands-on structure. Indeed, Gene noted during her interview, “The main thing that was helpful was getting real-time feedback and instruction to go in and actually do the work in the workshop.” I had assumed as I structured the workshop that this element of the design would be what contributed to an interactive, engaging session.

However, what also emerged was the value of the collaborative nature of the session. In designing the workshop, I knew that I wanted participants to have a chance to improve their own Facebook pages. Logistically, I knew that I could not evaluate each participant’s page during the session as we were going through the page elements, so I asked participants to work in pairs or groups. In this workshop activity, participants had a chance to evaluate one another’s pages and to make recommendations. Interestingly, a theme emerged in all of the interview data, which was that this collaborative participant-to-participant work was extremely engaging and beneficial. “Audrey” mentioned that in the workshop, she met two new members with whom she had not previously interacted; she noted that she remained in

touch with those members after the workshop. In reflecting on the experience, Audrey stated:

If you go to somebody else's website and then you go to their Facebook page, it really helps to make you go, 'Oh, wow, I don't have that on [my page].' That was really, really helpful I thought. And then also it kind of broke the ice for [another participant] and I. We've never known each other. So we really went into talking about how we needed to do things a little differently. She wanted a totally different audience than I did, and how was she going to do that on Facebook... we continued that conversation afterward. But that was very helpful. That was very, very helpful. This was noteworthy because Audrey twice mentioned that she was still in contact with the participants with whom she connected during the workshop, and she stated that they continued to talk about the topics that we had practiced during the workshop session.

Gene also mentioned that the collaboration with other participants was helpful. She specifically referenced the "checklist activity" as a useful activity. I created this activity to encourage the participants to evaluate one another's Facebook pages against a checklist that I provided. Gene reflected that gaining the "external perspective" was helpful. This finding seemed to relate back to the theme of collaboration that Audrey had mentioned as well.

Clara also reflected on the benefits of the collaborative session and on the external perspective. Clara has been a member of NAWBO for longer than Gene, almost five years. And for her, the external perspective came with a touch of familiarity; the two individuals who reviewed Clara's Facebook page during the checklist activity already had assumptions about Clara's business because they knew her. Clara reflected:

I was in a unique scenario where I was able to get two different participants to look over my Facebook page. And it was very interesting the difference between the two reviews [...] They are reading the description of my business on Facebook and what it said versus the perception they went into it about what my business was, and how they sort of just trusted the description on Facebook because it differed from what they thought my business was supposed to be. [...] And so one of them was trying to get me to put things on my Facebook page that's different with what was already there because their perception of what my business was different.

In other words, the peer activity provided Clara with an opportunity to solicit feedback from other women business owners in her network who were also workshop participants. Through the activity, Clara learned that the way peers' think of her work and the way she describes her work on Facebook may not match.

This kind of feedback could be helpful to any business owner who is working on marketing and messaging of a Facebook page. This kind of feedback was also unique to the peer activity; it is not feedback that I could have provided Clara on my own. Clara commented that this information about her peers' assumptions was eye-opening.

In light of this finding, I identified that one practice that I should continue to focus on as an instructional designer was developing engaging, interactive sessions. These sessions should not only hands-on and/or BYOD, but also collaborative, so that women business owners have a chance to work with one another and share their perspectives. I reflected that the following principles from my instructional design process related to this theme:

- [Map Phase]: Design the series in a way that invites participants to actively engage with the learning material – to provide feedback and input, to evaluate and create materials, and to receive support from the facilitator or fellow participants
- [Map Phase]: Consider – what is lecture-based content that can be delivered *outside* of the active workshop space? What is practical, hands-on content that should be owned by students within the active workshop space?
- [Create Phase]: Develop interactive exercises that involve learners, encouraging interaction with the topic at hand through meaningful tasks; for example, student-centered practice and discussion.
- [Create Phase]: Develop authentic challenges that connect the topic to real-world applications that impact the learner and encourage the learner to feel ownership over the content; for example, student-centered projects or collaborative challenges.
- [Facilitate Phase]: Use Socratic method, coaching methods, and other facilitator best practices to encourage learners to investigate their own solutions and to work collaboratively with peers rather than with instructor.

More specifically, I found that I should focus on mapping out opportunities for collaboration, creating exercises that allow participants to work interactively with one another, and facilitating sessions that allow women business owners an opportunity to not only work together but also to form what could be lasting, supportive relationships.

Demonstrating “prepared” and “care”. Participants reported that as the facilitator, I was prepared, and I cared about their success. As an instructional designer and a fellow woman business owner, this result was incredibly important to me. I valued the time that the

women business owners invested in the workshop, and I was very concerned about making good on their investment. In my reflective writings before, during, and after the workshop, there was a theme of concern for participants' perceptions of my dedication to them; I frequently noted that I felt a lot of pressure to create an environment that they felt was worth their time. I also felt a lot of pressure to have enough content and benefit for the participants; I wanted to be able to answer every question. As such, to see that survey results indicated that my preparedness and care were communicated through the workshop session was very important to me as an instructional designer.

Clara referenced my personality as a selling point when she decided to sign up for the workshop. We knew each other through NAWBO Greater Raleigh before she attended, and she reflected that her experience working with me was one of the reasons that she signed up for the workshop:

[...] you as the speaker was an appealing connection because of your expertise on the matter, but also your genuine care about students coming through and people within your working. Because it's not about what does Sarah know, it's about how can Sarah's knowledge help me. And that's important.

Audrey also referenced the importance of caring for participants:

[...] seriously, knowing you were going to do it, I knew it would be very hands on. You would stop and answer every question, you would allow us to work with you one-on-one, so I knew I would get what I needed.

Both comments seemed to demonstrate that the participants' interpreted, through my actions as a facilitator, or through my reputation as a facilitator, that I would provide help, that I

would answer questions, and that I would work individually with participants. Something that I did not anticipate was participants making a decision about attending the workshop based on my reputation. The women business owner participants indicated that the topic of a workshop is the most important factor when they decide whether or not to attend a session, but whether the participants believe that the facilitator will care for participants may be another factor that women business owners consider before they decide to attend a professional development session.

Gene also made a comment about a factor that she might consider when deciding whether or not to attend a professional development session, and her comment was related to preparedness:

In this day and age of information overload, I could learn anything I wanted to know about Facebook if I were motivated to go online and study and look at YouTube and so on and so forth. So the opportunity to do something I should do that I'm not going to do on my own is useful.

In earlier statements, Gene indicated that the workshop topic was the most important factor. But in this discussion, Gene described that the information on the topic is available. What attracted her to the professional development session, then, was something other than just the topic itself—something more than just the content.

Later in the interview, Gene also reflected, “[...] I'm noticing that in general, I am very impatient with generalized information. I want information that's going to help me with what I need now.” This comment highlighted two things: that in this day and age, the information that women business owners need to improve their social media probably

already exists, for free, on the web; and that women such as Gene do not invest time in going through that information on their own. They may appreciate when information is not generalized but is tailored to their current challenges and goals. Women business owners who are attending professional development sessions may be motivated to find more specific information and more practice-based environments.

Audrey also made a similar comment about the value of in-person workshops. She reported, “I can't force myself to learn how to work with Facebook by reading a book. I have to be there or have people work with me, work side by side...” Here, Audrey seemed to acknowledge that, while she could find information about Facebook elsewhere, what she needed was support in using, practicing, and integrating Facebook. Like Gene’s comment, this raises the question about whether it is truly the topic that is the most important factor for women business owners who are attending a professional development session, or whether the opportunity to experience the topic in a more contextualized, practice-based way is the important factor.

On this topic related to care and preparedness, I saw these two themes as interrelated: there was the theme of care for the participants, which included care for their experiences and their questions, and then there was the theme of preparedness on their behalf, which included taking time to understand their challenges and goals and to adapt the topic content to fit those challenges and goals. I reflected that the following principles from my instructional design process relate to these themes:

- [Co-Investigate Phase] Analyze environment, looking for authentic opportunities for learning

- [Co-Investigate Phase] Clearly describe why the topic is being offered and what the participant may learn to do in the professional development series
- [Co-Investigate Phase] Describe the professional development series' structure, emphasizing how learners will be included and how activities will be engaging and useful
- [Co-Investigate Phase] Send learners a survey or pre-assessment ahead of the first workshop session, asking learners why they are interested in the topic, what experience they have with the topic, and what questions they hope to have answered through the professional development series
- [Map Phase] Plan time for the learners to help co-create learning objectives at the beginning of the first session, drawing from the introductory workshop materials that the learners reviewed ahead of the session and focusing on goals the learners hope to achieve by the end of the session.
- [Create Phase] Develop supporting material for the course environment—materials that could support learners' readiness for these interactive exercises and authentic challenges, so that learners can review said materials outside of the workshop space.
- [Create Phase] Harness diversified digital media for these supporting materials; use a variety of media, including text, graphics and images, video, audio, and other formats; provide this content in easy to access space so that independent learners can learn in a space and in a way that best fits their needs.
- [Facilitation Phase] Cultivate an environment of trust within the professional development sessions by valuing learner input and experiences.

- [Reflect Phase] Reflect on whether the development of the content and the goals for the session are in alignment; repeatedly reflect and adapt, at multiple points during the process.
- [Reflect Phase] Ask learners for feedback about the professional development session.
- [Reflect Phase] Value learner feedback and use learner feedback to improve practice.
- [Reflect Phase] Connect evaluations to the learning objectives that the adult learners helped to co-create at the start of the series.

The connection between care and preparedness helped me to better understand how caring about participants' goals and experiences not only creates a more welcoming, engaging session but also helps the facilitator to prepare a session that meets the specific needs of the individual participants. I hope to continue to improve my focus on care and preparedness, renewing my commitment to identifying participant goals before the workshop, to creating a session and materials that are specific to their goals, and to reflecting throughout the instructional design process about what I could be doing to better align the workshop content to participant goals.

Practices to Improve

The survey responses indicated that the participants felt that the workshop was engaging and interactive and that they were an important part of the workshop; however, in both instances at least one participant responded with “agree” rather than “strongly agree” (see figure 3).

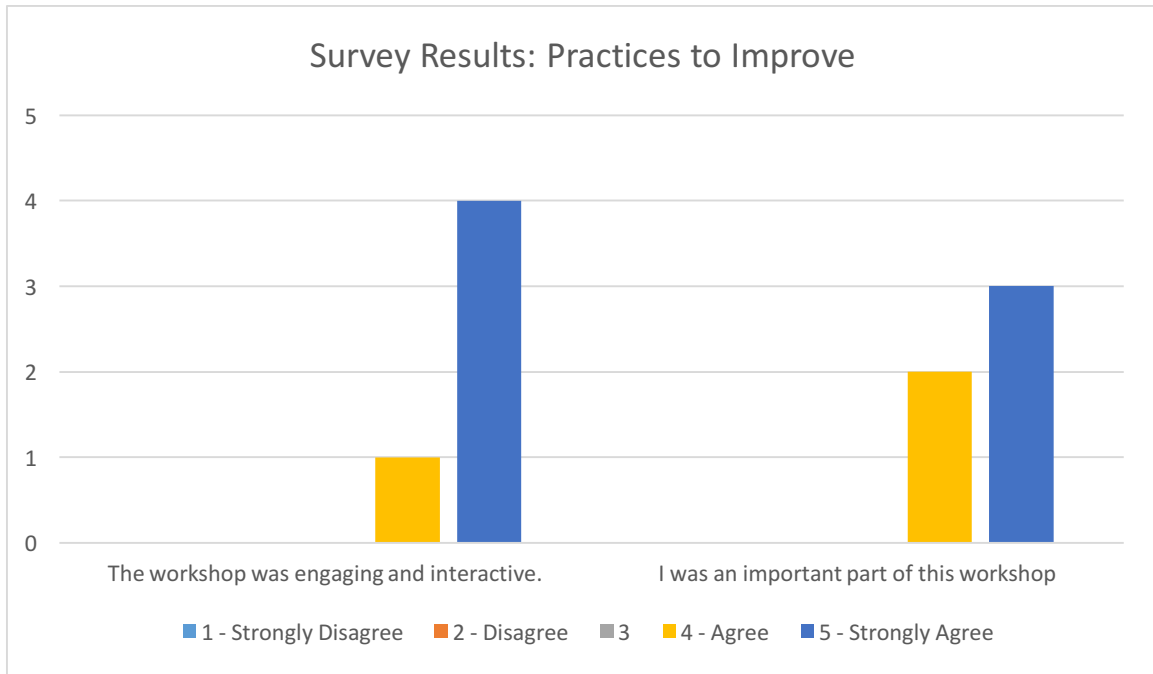


Figure 3. Survey Results: Practices to Improve.

In my observations, I noticed that participants seemed engaged throughout the workshop. However, I observed periods of hesitation as I asked for more feedback about participants’ goals. I also sensed frustration among participants at the start of the second session, when we were attempting to re-start our time together after continuing from the end of session one (one week prior) and the start of session two. I observed that while participants did all of the in- and out-of-class assignments they were asked to complete, most participants did not use the online resource area. This was most obvious when participants sometimes asked questions about things that I had already answered in the online resource area.

Through this action research process, the observations, and the interviews, I identified several areas that I could improve within my own practice. The first involved mapping the

in-class and out-of-class elements, with improved communication to participants about the purpose of and expectation for these elements. I could also improve the organization of the course resources. In addition, in the future I will work to improve communication during the workshop activities focused on co-creating the learning objectives. By working to improve how I communicate this practice at the start of each session, how I communicate the purpose of this practice to participants, and how I integrate the co-created learning objectives into the workshop session, I will hope to make the practice of co-created learning objectives more effective, and to make that activity more valuable for the participants.

Mapping in- and out-of-class elements. In my instructional design process, I worked to map the in- and out-of-class elements during the “co-investigation” and “map” phases, and then I created and shared these materials during the “create” and “facilitate” phases. As I analyzed my notes I identified a theme of “concern for completeness” in my practice. For example, I sought to collect enough resources to answer any question that might arise. I also spent a lot of curating resources for the online resource center. In addition, after I received the participants’ pre-workshop survey responses, I immediately collected more resources that I thought would be helpful and added those resources to the online resource center.

The course resource center that I created was extensive. It reflected my desire for completion and contained a long list of resources for the participants to consult. Although I organized the series of links into categories and included short descriptions, the list could still be overwhelming to look at. When I created it, I did not see it as overwhelming; I saw it as comprehensive, through my lens of needing some kind of “completion.” But after observing

how the participants did and did not interact with it, I recognized that I did not create a resource center that was welcoming or usable but created a resource center that was comprehensive and extensive. My practice of preparedness was perhaps driving my development of the online resource center, but participants were not observed to have used the online resource center. As a result, I wanted to better understand the effectiveness of this method, and/or how I could improve this practice.

In her discussion of the course materials, Gene mentioned that she actually printed some of the emails and workshop materials before attending the first session. When reflecting on the course resource center, Gene mentioned that she did not print it or visit it. She described that this created an “out of sight, out of mind” situation. She never went back to the resources.

Audrey reflected on her reaction the first time she saw the online resource center:

I remember when I looked at the first one and you had a ton of different links and I was like, “Oh, my God. I don't have time to look at this right now.” In my mind, it was like, “I got to do this before the workshop.” So I think it was a little overwhelming that very first look. I don't know, maybe if you had just done just a brief email first and said, “Look, I'm going to be sending you a separate email with all these links, put it in your folder in your inbox, and make sure you refer to it before the workshop because it's going to help you to be ready as soon as you get started.”

In this response, Audrey lumps the pre-class assignments (the out-of-class elements) in with the online course resource center, when she talks about needing to view the online resource center before the workshop. The online resource center was not necessarily an assignment

but was meant to be more of a reference place for potential questions. What I drew from this response was that I did not clearly explain the purpose of the online resource center, and/or did not create it in a welcoming enough manner, which led to participant hesitation about investing time into exploring the resource center.

Out of all the workshop participants, Clara was the most experienced with Facebook prior to the workshop sessions. In reflecting on the resources, she mentioned that they were helpful. I asked her directly if she found them overwhelming, and she said that she did not, although she reflected that, “[...] because there was a wide variety of experience levels with people that were in the room, I think there was a wide variety of openness to that additional information.” This feedback was helpful; for me, it demonstrated that the amount of resources may have been overwhelming for participants with less experience in the workshop topic. That is important because when designing workshops for women business owners, often multiple levels of experience will need to be considered and integrated. During both Clara and Gene’s interview, the question arose of whether it was helpful to have varying levels of experience in the workshop, and both interviewees agreed that it was helpful.

On this topic related to in- and out-of-class elements, I saw a theme related to my instructional design process: my personal concern about “completeness” and my practice of preparedness needed to be balanced with an awareness of the participants and a concern for not overwhelming participants with resources. I reflected that the following principles from my instructional design process relate to this theme:

- [Co-Investigate Phase] Describe the professional development series' structure, emphasizing how learners will be included and how activities will be engaging and useful
- [Co-Investigate Phase] Send learners a survey or pre-assessment ahead of the first workshop session, asking learners why they are interested in the topic, what experience they have with the topic, and what questions they hope to have answered through the professional development series
- [Map Phase] Design the series in a way that invites participants to actively engage with the learning material – to provide feedback and input, to evaluate and create materials, and to receive support from the facilitator or fellow participants
- [Map Phase] Consider – what is lecture-based content that can be delivered *outside* of the active workshop space? What is practical, hands-on content that should be owned by students within the active workshop space?
- [Create Phase] Develop supporting material for the course environment—materials that could support learners' readiness for these interactive exercises and authentic challenges, so that learners can review said materials outside of the workshop space.
- [Create Phase] Harness diversified digital media for these supporting materials; use a variety of media, including text, graphics and images, video, audio, and other formats; provide this content in easy to access space so that independent learners can learn in a space and in a way that best fits their needs.

- [Facilitate Phase] Clarify expectations so that participants understand what needs to be done prior to in-person training sessions, what will be done during workshops, and where more information can be found.
- [Reflect Phase] Clarify expectations so that participants understand what needs to be done prior to in-person training sessions, what will be done during workshops, and where more information can be found.

More specifically, I interpreted these reflections and observations as indicating that I could improve the way I created and communicated the in- and out-of-class course elements, to help ensure that participants were not overwhelmed, to help ensure all participants felt comfortable accessing out-of-class resources, and to help ensure that the purpose of all out-of-class resources was very clear.

Communicating co-created learning objectives. I was surprised by the survey responses to the statement, “I was an important part of this workshop”. This result had the most participant response of “agree” rather than “strongly agree” (see figure 3). In my reflections during the workshop design, I assumed that participants would strongly indicate that they were important to the workshop. I assumed this because I had created many collaborative assignments, such as the checklist activity. I also assumed that the participants would enjoy being asked about their goals for the workshop, and even assumed that they might be surprised by this action, because I assumed that in other professional development sessions, facilitators did not invite them to co-create learning objectives.

Reflecting on these observations helped me to understand my own instructional designer bias; as I integrated the principles of andragogy and integrated the process of co-

created learning objectives, I took for granted that the participants would appreciate that process. I assumed that through the co-created learning objectives exercises, they would see their contributions and their participation as an important part of the workshop. What I found was that participants did not necessarily recognize that portion of the workshop as important or memorable. The results indicate that the participants were able to relate the workshop content to their goals, and that they felt the workshop was effective; however, some of their comments highlighted how I could have better described and executed the process of co-created objectives.

Audrey reflected about the impact of shared goal setting by stating:

Because the first thing we did in the very first session was everybody had to say out loud what is your goal, why are you here, what do you need your Facebook page to do for you. That was kind of interesting because everybody had a different goal in mind. But then you immediately from the beginning got to know, “Oh, okay. Well, she's trying to bring new business,” and, “Oh, she's trying to increase it to the next million-dollar level.” So you could kind of get a feel for why everybody was there.

So that was good. That automatically breaks the ice, gets everybody comfortable.

In this reflection, Audrey focused on how the co-creation of learning objectives exercise felt, to her, more like an ice breaker activity, or an activity designed to help participants get to know one another. She identified the benefit of this ice breaker activity as being able to better understand why others were attending. She did not comment on how the activity provided her with an opportunity to describe her own goals as part of the co-creation of learning objectives activity.

A comment from Clara also related to the co-creation of learning objectives activities. Clara specifically mentioned this portion of the workshop; she stated, “So there did seem to be some lag time getting started on the second session.” During that portion of the series when we started session two, it had been one week since our first session. I was, as the facilitator, working to address questions and check in again with the participants about their goals for the workshop. I had assumed that the participants’ goals might have changed during our week apart, since during that time the participants had been asked to complete some out-of-class work. If I had not made the purpose of that activity clear, then perhaps participants felt we were reiterating information that we had already reviewed in the first session.

Audrey also reflected on what she remembered about starting the second session: [A]s women business owners, I mean, if we have a workshop from 6:30 to 8:30, we really do want to get out the door at 8:30 just like you do. And if you are prepared and everybody else is prepared and had a plan, then you're not wasting time in the first 20 minutes trying to get someone caught up like, “Okay, well, I went through this, I sent you this, did you get it?” You're not wasting time. It's very much more time efficient. And as women business owners we all totally appreciate that.

At the start of the second session, I was attempting to re-connect with the participants, with the co-created learning objectives, and with the out-of-class learning materials that I had asked the participants to complete. My goal was to map those materials to the co-created learning objectives and to talk with participants about whether or not their goals for the second session of the workshop were different from the goals that they had described in the

first session. This feedback indicated that I may not have been successful in communicating the purpose of this discussion with the participants, and that the participants may have perceived this activity and the time spent on it as unnecessary.

At the point of designing this workshop, I had been working with the flipped classroom structure for about six years. In that work, I had focused on ensuring that participants understood how important the out-of-class work was to their success. My belief as an instructional designer was that if the facilitator did not reference or call to the out-of-class work, then the participants would not continue to do the work or value it as important. In a flipped classroom environment, that could mean making sure at the start of the second session to reference what was done in between the first and second session, which I did in the Facebook workshop. However, after I reflected on findings from this study, I realized that I might have spent too much time discussing the out of class materials that the participants had worked with. Or, perhaps I did not communicate the purpose of that discussion clearly enough. When I attempted to map the out-of-class assignments to the co-created learning objectives, I summarized a lot of information that participants already knew. As I reflected on the time I spent at the start of that second session, connecting with the participants, the out-of-class assignments, and the co-created learning objectives, I reflected that I may be able to improve the following principles from my instructional design process:

- [Co-Investigate Phase] Clearly describe why the topic is being offered and what the participant may learn to do in the professional development series

- [Co-Investigate Phase] Describe the professional development series' structure, emphasizing how learners will be included and how activities will be engaging and useful
- [Map Phase] Design the series in a way that invites participants to actively engage with the learning material – to provide feedback and input, to evaluate and create materials, and to receive support from the facilitator or fellow participants
- [Map Phase] Plan time for the learners to help co-create learning objectives at the beginning of the first session, drawing from the introductory workshop materials that the learners reviewed ahead of the session and focusing on goals the learners hope to achieve by the end of the session.
- [Map Phase] Consider – what is lecture-based content that can be delivered *outside* of the active workshop space? What is practical, hands-on content that should be owned by students within the active workshop space?
- [Create Phase] Develop supporting material for the course environment—materials that could support learners' readiness for these interactive exercises and authentic challenges, so that learners can review said materials outside of the workshop space.
- [Facilitate Phase] Clarify expectations so that participants understand what needs to be done prior to in-person training sessions, what will be done during workshops, and where more information can be found.

Most important, when I facilitated the co-created learning objectives design, and when I discussed the co-created learning objectives, I could have more directly called out the purpose of those discussions. In the workshop sessions, I could have drawn more attention to

how those co-created learning objectives were directly shaping what we, as the facilitator and participants, were doing in the session.

Going forward, I should improve how I explain what needs to be done in class and what will be done out of class, and I should explain how the course activities relate to the co-created learning objectives. In this workshop specifically, I could have ensured that I did not spend too much time summarizing what we had already done. The purpose of improving these approaches in my future practice will be to help participants better understand how they are an important part of the workshop.

Research Question One: Summary

In this study, my first research question was, “As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?” In order to address this question, I first studied what I consider “my process.” Once I articulated my process, I then outlined my practices. This allowed me to have a formalized list of practices that I could evaluate.

In evaluating my practices, I sought to identify the practices related to the flipped classroom model and andragogy that I should continue to focus on, reflecting on practices that were executed well and should be continued, and reflecting on those practices that should be improved. Based on these findings, I outlined the practices that seemed to go well during this workshop session, including how described and communicated the workshop objectives, how I created an engaging and interactive session, how I demonstrated my preparedness, and how I demonstrated my care for participant success. I also outlined the practices that needed to be improved during this workshop session and should be improved

for future workshop session, including how I mapped in- and out-of-class elements and how I communicated the co-created learning objectives and activities.

Research Question Two: Effectiveness of an Engaging Flipped Workshop

In this study, I asked, “What elements of a flipped workshop did the participants feel were and were not effective?” To address this question, I reflected on the observations, survey data, and interview data.

The survey responses indicated that participants felt the workshop was engaging and interactive, that the workshop format was effective, and that they were able to customize the workshop so that it focused on their particular needs; (see figure 4). In summary, the responses indicated that the participants felt the workshop structure was effective overall.

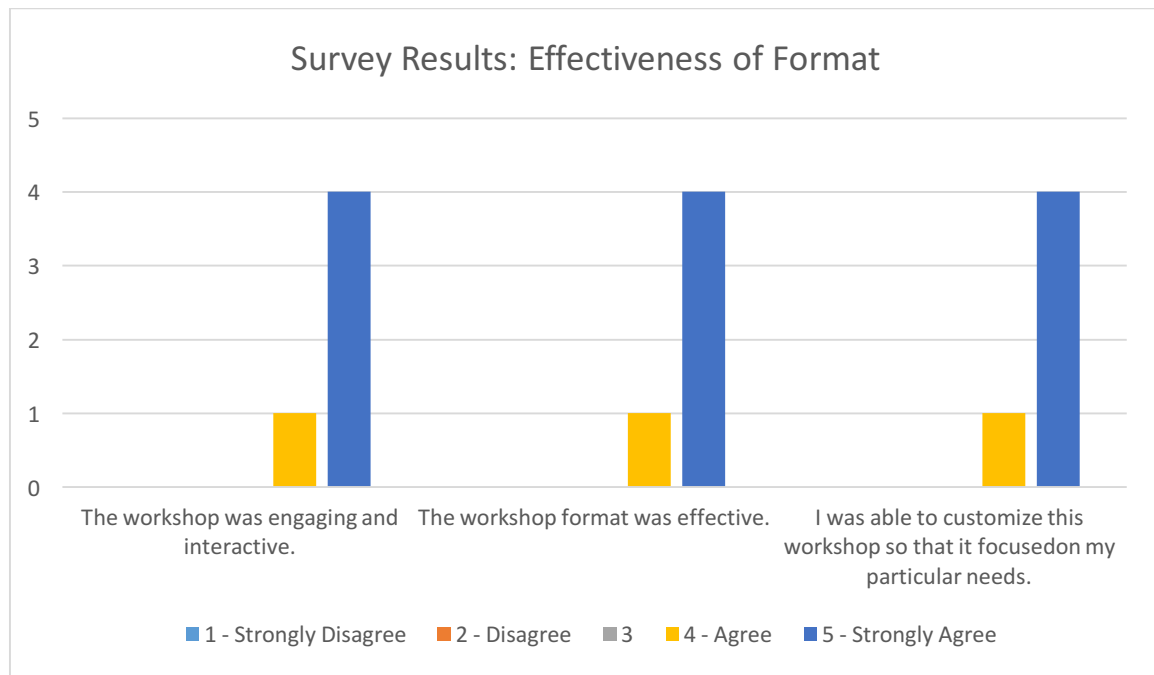


Figure 4. Survey Results: Effectiveness of Format.

I observed that everyone who participated brought their own device, completed out-of-class and in-class assignments, participated in the collaborative activities, and demonstrated engagement during the majority of the sessions.

The participants participated in the “flipped” structure by completing pre-class activities. These pre-class activities asked the participants to complete easy tasks in Facebook that would help them to be prepared for the workshop sessions. Because the participants completed these exercises, we were able to use the in-person workshop time to practice some of the more difficult Facebook editing tasks, to complete collaborative exercises, and to discuss participant questions.

Hands-On

In many of the interviews, the participants commented on the hands-on nature of the session. In one response, Audrey mentioned “hands on”:

First of all, seriously, knowing you were going to do it, I knew it would be very hands on. You would stop and answer every question, you would allow us to work with you one-on-one, so I knew I would get what I needed.

She was reflecting that one of the reasons she registered for the workshop is because she felt confident that I would, as the facilitator, ensure that the workshop was hands on.

I observed that the participants were very hands on during the session; the participants practiced using Facebook, asked questions related to their unique situation, and collaborated with others. Gene commented on these workshop activities, stating, “The main thing that was helpful was getting real-time feedback and instruction to go in and actually do the work in the workshop.” After I identified this theme in the observations and participant

responses, I reflected that the hands-on nature of the sessions, especially the interactivity allowed by the flipped model, was perceived by participants to be effective.

Pre-Work

In reflecting on the pre-work, Audrey noted that she appreciated being able to review some of the workshop content before the start of the workshop:

Actually that was very helpful to have all that information up front. I don't know if everybody else had an opportunity to look and review them. I mean, I didn't look at it super closely and I didn't follow everything but I looked at it so that I would at least have somewhat of a glimpse of what we are going to be talking about and to prepare myself a little bit better. But that was very helpful.

This statement indicated that Audrey completed the pre-work and reviewed the pre-session emails that I sent to the participants, which provided details about what we would be covering in the workshop sessions.

I observed that the workshop participants completed the pre-class work, which indicated to me that they saw value in it. One of the pre-work assignments was the pre-assessment. This short assignment asked the participants to describe their experience using Facebook and their goals for the workshop. During the workshop, as I facilitated, I was able to directly reference some of the questions or comments that came up in the pre-assessment survey responses. I observed that the participants felt as though the content was customized to them.

However, as I reflected back on the observation and interview data, I noted that the pre-class work could be more effective if participants did not feel “overwhelmed” by the online resource center, as Audrey indicated in an earlier response.

Two-Session Format

Another aspect of the workshop design that related to the use of pre-class work was the two-session format. Most NAWBO Greater Raleigh workshops are one-session workshops. But this two-session format provided a break between sessions. As the instructional designer, I integrated the principle of “intentional content”, selecting and evaluating “what learning content should be taught directly and what content should be placed in the self-learning space” (Chen et al., 2014, p. 18). I shared some of the course content with participants before the first session, before the second session, and even after the second session.

Clara stated that this format was effective:

It was also helpful the second session we were able to really get into custom usages for each of us. And I learned both from what was presented to me as a custom solution [...and] also what was presented to others that were in the room as their custom solution...

In this statement, she connected the time that was available to us (due to the two session format and the out-of-class work) to the custom nature of the content, which she perceived as a benefit of the workshop. But in response to a question about the format, Clara also noted:

I liked having the two sessions because you could do homework in between, but I almost feel like the two individual's sessions might not have needed to be quite as long as they were.

To me, these responses indicated that the flipped nature of the workshop was effective, and that I should continue to design using this format for future workshop sessions. However, I also recognized areas for improvement, especially related to effective use of participants' time. In previous sections, I reflected on opportunities in this workshop, especially at the start of the second session, where I could have used participant time more effectively, and when I could have better communicated the value of certain course activities.

Participants' Time

As a result of this study, I heard from participants that they are not able to attend all the professional development sessions that they would like to due to time constrictions. Clara specifically reflected on limited time during her interview. In her discussion about choosing what professional development sessions to attend, she mentioned that while the topic was the first factor, the second factor was whether or not "...it's something that will be applicable and that can be implemented quickly." Later in her interview, she focused again on time, reflecting on time as a resource:

People can talk about limited finances, but truly our time is our most limited resource.

And you can't invest a minute to get more minutes back, but you can invest dollars to get more dollars back.

I also observed that two workshop participants who attended the first session did not attend the second session. Both of those participants were unable to attend the second session due

to unexpected scheduling conflicts. As a result of this study, I became more aware of how cognizant women business owners are of time, and of how time constraints could impact whether or not participants felt the flipped workshop design was effective.

Research Question Two: Summary

In summary, the responses indicated that the participants felt the workshop structure was effective overall. The elements of a flipped workshop that participants expressed as effective included the hands-on session, the pre-work, and the two-session format. These elements might not have been perceived as effective, if time was not used effectively, or if out-of-class resources were presented in an overwhelming way.

Research Question Three: Flipped Workshop for Immediacy in Professional Growth

In this study, I asked, “How did the women business owners/participants perceive a flipped workshop structure as a tool for professional growth?” In order to address this inquiry, I reflected on the observations, survey data, and interview data.

Related to how she learns best, Audrey specifically referenced the Bring Your Own Device format of this workshop:

I mean if you're going to learn how to use something, you should be using it on your own personal device for sure. [...] If I'm like, sitting in a room and you would just put the PowerPoint on, it doesn't work for me. I can't really learn that way. I need to do it right then and there.

In this reflection, she contrasted this workshop with other forms of professional development, referencing PowerPoint-lecture style sessions. She also expressed a sense of immediacy—by

having her device there, Audrey was not only able to practice content but she was able to practice it in the moment, “right then and there.”

Similarly, Gene reflected on immediacy during her interview. She said that she felt she left the workshop with “a new product, in a way”, referring to her updated Facebook content. During her interview, she shared that the feedback on her Facebook page was helpful, but she emphasized that the feedback was helpful because she was able to make changes based on that feedback immediately, during the workshop.

In Clara’s interview, we talked about professional development sessions that give participants a chance to implement new strategies right away. I asked Clara if she had been to professional development sessions that allowed her to implement new things right away, and she responded, “Well, your Facebook class was a great example because I was able to go in and adjust my Facebook page immediately.” She also stated that the workshop “really make a difference in how I was living, breathing, and impacting the world” because it helped her to adjust her public-facing Facebook page and her work-related actions with Facebook. In this reflection, she was connecting the actions we took during the workshop to her actions outside the workshop, in “the world.”

In an earlier discussion, I reflected on Gene’s comment that the online resource center was “out of sight, out of mind.” While she knew the information was there, she had no motivation to reference it. In another earlier discussion, both Gene and Audrey’s commented about the content they knew existed in videos or books about using Facebook. They shared that, while they knew that content was available, they still preferred to work alongside others and to have opportunity to practice in real time. These responses indicated that it was not

just about having good content and feedback, but also about providing women business owners a space for practicing and/or integrating that content and feedback.

I felt that the results indicated that the women business owner participants perceived a flipped workshop structure as a useful tool for professional growth because it encouraged immediate practice and because it directly supported that practice in an active learning environment. The nature of the in-class sessions, with the Bring Your Own Device policy and the interactive, collaborative assignments, provided the attendees with an opportunity to make changes to their Facebook pages in real time. These results were an indication that the flipped workshop structure was successful, and an indication that I should continue in my practice of integrating flipped workshop structures into my professional development sessions for women business owners.

Research Question Four: Effect of a Flexible Workshop

In this study, I asked, “How do women business owners use Facebook for their businesses, and do their use strategies change after participating in a flipped workshop about Facebook?” In order to address this inquiry, I reflected on the observations, survey data, and interview data. For most of the participants, their use strategies changed after participating in the flipped workshop about Facebook.

Clara’s Results

Before the sessions, I observed that the participants of the workshop were varied in their use of Facebook as a tool for business. Clara had a very established Facebook for business page. Since the workshop, she continued her work on the page. She reflected that

the workshop did change how she used Facebook, and that the workshop was an opportunity for her to learn about new features in an accessible way:

[...] my emphasis before your course was more on posting and making sure posting was consistent. After the course, it's evolved to be not only consistent posting but more of, "Am I using all the features that Facebook has to offer?" Because there are so many hidden things within the tab, then how you can use its marketplace. There are so many different things, that I didn't have time to stay abreast of what was evolving more so than just how is the timeline changing and how is the algorithm changing. So to know all those things and be exposed to all those other things in a condensed format was really helpful.

This feedback emphasized that Clara was already posting to her Facebook business page before the workshop, and emphasized that Clara felt the workshop was beneficial because it provided a "condensed format" for learning about Facebook updates. I was grateful to hear that she felt the workshop also had a positive impact on her recent efforts with Facebook for business. As part of this study, I observed Clara's Facebook activity. I observed that her campaigns continued to appear regularly on both Facebook and Instagram, as they had before the workshop. Finally, I observed that Clara was able to focus on content in the workshop that was most relevant to her, specifically updates to Facebook and ways to leverage Facebook functionality. These results indicated that Clara's use strategies changed after participating in the flipped workshop about Facebook.

Audrey's Results

Audrey had a Facebook business page before the workshop but used it inconsistently. I observed that her use of Facebook for business increased significantly after the session. She posted more real-time photos of her work, and she posted content more consistently and more often. When I asked Audrey if her use of Facebook had changed since the workshop, she stated:

You totally took the intimidation out of it. I'm not afraid to look around and change things up. You taught me how to kind of change it to targeted audience. I hadn't really thought of that. I didn't know I could do that. [...] I never posted as much. I wasn't doing that on a regular basis appropriately until you taught me how to do that. So I've done that. That kind of answers that question. And we worked on our profile in I think the first or the second session, and that made a difference too. I felt a lot stronger with that profile.

Her response directly connected the increased Facebook activity that she demonstrated after the workshop with her experiences in the workshop.

This workshop covered a lot of content in two sessions, starting with the Facebook for business profile and its many elements, moving on to Facebook posts and what they can include, and also discussing Facebook advertisements, targeting Facebook searches, and leveraging the Facebook analytics data. I structured the workshop so that participants could begin to choose which of the advanced topics they focused on once they completed the basic activities, and some of the advanced topics included things like curating and scheduling content, leveraging hashtags, and the difference between posting on a profile and on a page.

The positive results related to Audrey's experience in the workshop led me to reflect on the amount of content we covered. According to the results related to Audrey's experience, the workshop enabled participants to focus on the elements of Facebook for business that were most relevant to their content.

These results indicated that Audrey's use strategies changed after participating in the flipped workshop about Facebook.

Ava's Results

One workshop participant, "Ava", developed a new Facebook page for her business just before the workshop. I observed that Ava was able to complete her business page in the workshop sessions. During the workshop activities, she practiced updating sections of the page, and she received feedback from other participants about what to add to the page. I observed that her Facebook activity increased significantly after the workshop. She kept her page and began posting through different types of campaigns, including paid ad campaigns. These results were well timed, as Ava launched the new business related to the Facebook page just a few months after the workshop. A few months after her business launched, she contacted me with advanced questions about using images in a series of Facebook ad campaigns. The results related to Ava's experience indicated that the workshop enabled participants to focus on the elements of Facebook for business that were most relevant to their content.

Gene's Results

Gene had a Facebook business page before the workshop, but she was not actively using the page. I did not directly observe that her use of Facebook for business changed after the workshop. She described why when she contextualized her need for Facebook:

It's still not my primary marketing channel because I'm working with professionals who primarily network on LinkedIn rather than on Facebook. But I feel more up to date that I was able to remove and update some outdated information on my Facebook page.

So while her use strategy has not changed, her page is more up to date as a result of the workshop.

Gene also did not attend the second session. She reflected on the two-session workshop structure:

So for something like this, for something like Facebook which is not a single scale, I think it really helps to have multiple sessions to spiral up, to go over similar things at a new level, or to try something out and that's going to raise new questions and have a place to come back to do give them out. So I think the structure probably has more benefits than drawbacks... even though I didn't make it to the second one, yeah.

So while Gene did not significantly alter her strategy after the workshop, she did feel that certain elements of her Facebook business page, like the information on her page, improved. When she reflected on the format, Gene imagined how the second session could be helpful for a topic like Facebook, which does not have one singular method of use.

Cathy's Results

One workshop participant, “Cathy”, started the workshop with an unpublished Facebook business page. She had started developing it, but it was unpublished. Others could not see or “like” the page. The page was for her second business enterprise, and she expressed during our initial session that she was unsure about how she would leverage the page to attract the target clients associated with her business enterprise.

I observed that Cathy did not demonstrate a change in her use of Facebook after the workshop, at least for the new page that she had created during the workshop. (Cathy had another Facebook page for a different business, but we did not focus on that page in our workshop, and I did not track that page activity after the workshop.)

During the workshop, Cathy discussed with me and with the group that her business was unique. She described how she was targeting a demographic of professionals that might not be accessible through Facebook. In our discussions with Cathy, we talked about how a platform like LinkedIn might be more helpful. Thanks to the flexibility of the workshop format, we were able in that session to talk a bit about LinkedIn, even though that was not the workshop's primary focus. I did not, however, collect any data about whether Cathy pursued LinkedIn as a social media platform for her business.

Research Question Four: Summary

Because of the hands-on, practice based structure of the workshop, participants were able to practice and update the skills and sections that were most relevant to their varied social media strategies. I reflected that this structure of workshop led to a successful participant experience, and helped to support positive participant outcomes.

Summary

As a result of this study, I analyzed my instructional design process. I blended the principles from Instructional Systems Design (ISD), andragogy, flipped learning, and constructivism into my process. I discovered five themes: co-investigate, map, create, facilitate, and reflect.

I then reflected on the survey, observation, and interview data to address this study's research questions. I reflected on the elements of my instructional design practice that I should continue to focus on. I identified the practices that were successful, such as my practice of describing the workshop objectives, of creating an engaging and interactive session, of demonstrating my preparedness, and of demonstrating my care for participant success. I also identified the practices that were not as successful and should be areas for continued improvement, such as my practice of mapping, communicating, and organizing in-class and out-of-class elements, and my practice of facilitating and communicating the co-created learning objectives activities.

I also reflected on the workshop's structure. I asked what elements of the flipped workshop the participants felt were and were not effective, and I asked how the women business owner participants perceived the flipped workshop structure as a tool for professional growth. I found that the structure was effective; the participants expressed that the most effective elements were the hands-on nature of the workshop, the use of pre-work materials for workshop preparation, and the two-session format. The participants also expressed the importance of immediacy in practice. Most participants appreciated the opportunity to immediately practice the workshop topic in a supportive environment.

However, I also found that the participants expressed *time* as a crucial factor for women business owners. This workshop format required more time than traditional one-session NAWBO GR workshops. I reflected that when I design workshops in this format in the future, I need to focus on using time effectively if I am to continue integrating the flipped workshop structure.

Finally, I reflected on the participant outcomes. I asked whether the women business owners changed their strategies for using Facebook for their businesses after participating in a flipped workshop about Facebook. I reflected that the hands-on, practice based structure of the workshop enabled participants to practice making the updates that were most relevant to their varied social media strategies. This structure led to a successful participant experience, and helped to support positive participant outcomes including improved and/or increased use of Facebook business pages by some participants.

CHAPTER 5: DISCUSSION

In my review of the literature, I identified a potential gap in existing research on best practices for designing “flipped” professional development sessions, or workshops, for adult learners. I also recognized a gap in existing research on how to assess whether a professional development session effectively utilized andragogical design principles or flipped learning principles, two of the models that I used in my workshop design. It seemed important that there be a way of assessing whether or not a classroom met flipped learning principles, so that if a researcher were evaluating the effectiveness of a flipped classroom methodology, the researcher could first confirm that the environment being studied was in fact “flipped.” After completing this study, I reflected on these questions, asking how we can design flipped sessions for adult learners, and how we can determine whether a session is “flipped” or “andragogically designed.” Although the focus of this study was small, as I focused on my own practice and worked with only five study participants and three interviewees, I believe there are great discussion opportunities related to the flipped classroom movement and to andragogical and constructivist learning design.

In my reflection on the two-session “Building Your Facebook Strategy” workshop specifically, I asked whether the andragogical design principles enhanced the flipped classroom methodology. I reflected on participants’ expressed difficulty with the out-of-class resource center and how that connects to existing research about the flipped classroom model. I also reflected on my process of formalizing my instructional design principles. Because of the nature of my research question about improving my practice, I had to first analyze my practice so that I could better understand which practices, related to the flipped

classroom model and related to andragogy, I should focus on improving. Finally, I explored additional areas that could be deserving of future research, based on my experiences in this action research project and my participants' experiences in the flipped professional development workshop.

Is a Session Flipped or Andragogical?

While the purpose of this study was to evaluate and improve my own practice, I found a gap in the literature related to assessing whether or not a session was flipped or andragogically designed. In research on the flipped classroom movement and on andragogy, there are researchers who are evaluating the effectiveness of those models. But definitions of those models and how to apply them vary. For my practice, I was driven to evaluate my use of the models because I wanted to ensure that before I evaluated the models' effectiveness, I could confidently say that I was implementing the models in a way that aligned to their orientation and best practices.

Evaluating Whether a Session is “Flipped”

In reviewing the literature, I found discrepancies in how the flipped model was applied. For example, Jensen et al. (2015) integrated certain flipped structures in their comparison of flipped and non-flipped environments and McNally et al. (2016) evaluated preferences of certain pre-class strategies. However, neither study created an environment that robustly addressed flipped learning pedagogy in its recognition of active, independent learners using in-class time for practical activities. These were two examples of studies that set up an evaluation of the flipped classroom model while only integrating structural aspects of a flipped classroom, but not flipped learning pedagogy. I reflected that these researchers

had attempted to evaluate the effectiveness of a flipped classroom model in a setting where the learning environment itself was not be an independent variable against which student perceptions of the flipped classroom could be measured. Due to the inconsistency of the application of the flipped classroom model, I believed that the researchers could be making statements about the effectiveness of the model after researching a setting that was not, in fact, an example of that model in practice.

What, then, would be an example of the model in practice, and how could researchers evaluate whether or not their learning environments were in fact flipped environments, before they evaluate their effectiveness through the lens of evaluating the model itself? If researchers in education hope to effectively study and compare student experiences with flipped learning, then more attention needs to be given to how researchers could first evaluate whether a learning environment reflects the true principles of the flipped learning model, not just the flipped classroom structure.

Researchers who claim to evaluate the effectiveness of a flipped classroom could, for example, first outline how their classroom meets the pillars of a FLIP or FLIPPED model (Chen et al., 2014); or, as research into the flipped classroom model continues, perhaps researchers could develop a valid instrument for measuring whether a course integrates FLIP or FLIPPED principles. In my instructional design practice, I have integrated the FLIPPED principles so that going forward, I have a formal way of first evaluating whether or not the learning environment I co-create is in fact a “flipped” learning environment. This important step helps to ensure that I am consistent in my evaluation of the effectiveness of the flipped

classroom model within my own practice and in the service of creating professional development for women business owners.

Evaluating Whether a Session is Andragogically Designed

I also identified in the review of the literature that there was a gap in existing research on how to assess whether a professional development session effectively utilized andragogical design principles. When I analyzed my own instructional design process so that I could better analyze which practices I should focus on improving, I also explored how I could assess the effective integration of andragogical design principles. To these ends, I blended the eight principles of andragogic design (Knowles et al., 2015) into my five-cycle instructional design process in order to create a structure for evaluating the extent to which the learning environment aligned with andragogical principles. This step helped to ensure that going forward, I could be more consistent in my evaluation of the effectiveness of andragogical design, within my own practice and in the service of creating professional development for independent adult learners such as women business owners.

Further Research

After completing this research study, I strongly believed that integrating the andragogical design principles and the constructivist learning approaches strengthened my use of the flipped classroom model. The andragogical design principles were created to help instructional designers build courses that support independent adult learners who have varied backgrounds and skills and who need to be involved in the learning process (Holton et al., 2001; Knowles, 1984; Knowles, Swanson, & Holton, 2015; Merriam, 2001). Constructivist approaches to instructional design also help to emphasize the importance of building course

structures that harness and leverage participants' previous experiences during the construction of new knowledge (Jonassen, 1992; Karagiorgi & Loizos, 2005; Merriam, Caffarella, & Baumgartner, 2012). I believe these principles married well with the tenants of flipped learning, because, they enhanced the ways in which the flipped model enabled the workshop space to be a collaborative, independent, learner-centric place for immediate, authentic practice.

In my review of the literature, andragogy and/or heutagogy were discussed in concert with the flipped learning model, but overall I found this trend predominantly in nursing education research (Betihavas, Bridgman, Kornhaber, & Cross, 2016; Green & Schlairet, 2017) or in research on faculty development for the flipped model itself (Katz, Brown, & Kim, 2016). It did not appear in research about developing professional development sessions or in research about evaluating the flipped learning model.

As I continue my research about integrating the flipped model, I will not only use the FLIPPED principles to evaluate whether or not my course structures are flipped learning environments, but I will also use andragogical design principles and constructivist learning approaches to help measure whether or not my course structures truly meet the purpose of flipped learning pedagogy. I also reflected that the application of andragogy and constructivism to the flipped learning model could be worthwhile discussions for other researchers creating and/or evaluating flipped learning environments.

In particular, the results of my study highlighted the value of creating specific content tailored to the needs of individual participants. For example, in the interviews, participants like Gene highlighted how important it was that the content not be "generalized" but be

specific to the learners. Both Audrey and Clara noted that it was important to have their specific questions and contexts acknowledged during the workshop.

Demonstrating care for the needs of the individual participants was an instructional design practice that connected to each part of my five-part instructional design cycle. As I developed the workshop through the “co-investigate phase,” I focused on collecting information about the participants through a pre-workshop survey and through a discussion at the opening of the first session. Then, as I went through the “map,” “create,” and “facilitate” phases, I continuously used the “reflect” phase to assess whether I was meeting the needs that the participants shared during that survey and opening discussion. I had assumed that this was a natural part of a flipped workshop.

After analyzing my instructional design process as part of this study, I realized my practice of tailoring workshop content and discussions to meet individual participants’ needs connected with andragogical design principles and constructivist approaches. I reflected that the integration of those models and values are what drove me to focus so much on collecting participants’ individual questions, experiences, and contexts. The flipped learning environment provided me more space to do this work, thanks to its structure (Conley, Lutz, & Miller, 2017), and provided me more opportunities for sharing related resources, thanks to the addition of out-of-class resource sharing opportunities (Gilboy, Heinerichs, & Pazzaglia, 2015; Mason, Shuman, & Cook, 2013). But after reflecting on my process as a whole, I understood that it was the andragogical and constructivist approaches that drove me to consider participants’ experiences as such a major part of the workshop. Based on the data I collected in this study, I reflected that I would continue to focus on tailoring professional

development to the needs of individual participants. Again, this was another principle that demonstrated the value of integrating andragogy and constructivism with the flipped classroom model when developing professional development sessions for women business owners. By integrating practices of the flipped classroom model, andragogy and constructivism that supported individualized instruction, I demonstrated care for the participants, and the participants described that the individualized instruction and the dedicated facilitation was vital. This was the most important finding in my study, as it applies directly to how I can continue using my five-phase instructional design process effectively, and helps to summarize how these models integrate effectively for adult learners.

Andragogic, Constructivist, and Flipped Models for Women Business Owners

Specifically for women business owners, a theme emerged related to the usefulness of collaborative activities. While the foundational definitions of the flipped learning model that I referenced in this study did not discuss the importance of active, real-world activities, I did find a direct discussion of the importance of collaboration in both andragogical design principles and the constructivist approaches. An andragogical approach to designing the course focuses on creating “Informal, warm, collaborative [classroom climates]” (Knowles et al., 2015, p. 57). Similarly in constructivist approaches, the principle of collaborative learning focuses on the development and integration of multiple perspectives from within the classroom group into the learning environment as well as to create a student-centered learning environment. Karagiorgi and Loizos (2005) describe, “Constructivists point to the creation of instructional environments that are student-centered, student-directed, collaborative, supported with teacher scaffolding and authentic tasks and based on ideas of

situated cognition, cognitive apprenticeship, anchored instruction and cooperative learning” (p. 19). When I combined the flipped learning principles with andragogical design principles and constructivist approaches, the instructional design supported collaborative learning.

The results of the study indicated that the participants found it helpful to be able to work with their peers. One of the interviewees, Audrey, specifically mentioned that she was still in contact with one of the participants who helped her during the workshop. She met the participant during the workshop, partnered with that participant during an exercise in the workshop, and then continued talking with that participant after the workshop sessions were complete. The opportunity to collaborate during a workshop led Audrey and the other participant to create a professional bond.

Clara shared an appreciation for peer learning opportunities and reported that she felt that women were more likely to engage with peers during professional development:

Yes. I agree 100% with the women business owners’ aspect [of valuing peer-to-peer learning] because I can definitely say when I go to a Chamber educational session [with men and women], it's not quite the same... um, interactivity? [Laughs] You get more of the, “I am going to do a little networking before or after the class,” and not so much...
[During?]

Yes. Except, for some of the females that are in the room—I think that's very much female-centric feature of this, that we are more likely to tag team with one another, and say, “Well wait, what did you think about this part of what was presented?” Or somebody asks a question and somebody else is like, “Oh, wait, you could do this dah-da-dah-da-dah.” Because we all have a wealth of knowledge. It's just where to share it

and when to share it and how to share it that's important.

In this statement, Clara highlighted how she felt workshops that included all or mostly women were different from workshops with all or mostly men, and she focused on the collaborative nature of women during workshops. She shared that she felt women are more likely to collaborate and to discuss.

Is an opportunity to collaborate more important for female business owners than for male business owners? Tisdell (1995) highlights how feminist pedagogy considers the role of connection, in reference to the learner and her connection to the facilitator, to her peers, and to her own sense of power:

The various strands of feminist pedagogy have been influenced by different educational models, but all strands share in common a concern with how to teach women more effectively, an emphasis on connection and relationship (rather than separation) with both the knowledge being learned and with the facilitator and the other learners, and on women's emerging sense of personal power. All of the feminist pedagogy literature is "emancipatory" in the broad sense in that it is concerned with women's personal empowerment. (p. 56)

I did not attempt to, or seek to, argue that different learning theories need to be identified that apply to gender-based ascriptions of learning—the tool of professional development does not, in the opinion of this researcher, need to be adapted “to women.” However, in this study, I focused on women entrepreneurs’ perceptions of a professional development session designed for women entrepreneurs, meaning that my results were written by a female writer about female subjects. This theme of the importance of collaboration for female business

owners specifically is one that could be further explored. This finding changed my perception of adapting the tool of professional development to women. While I did not feel that professional development needed to change to better suit different genders, I did recognize that, because the field of entrepreneurship is not equitable for women (Brush et al., 2001; Greene et al., 2001; Majority Report of the U.S. Senate Committee on Small Business and Entrepreneurship, 2014; Verheul & Thurik, 2001), and because women business owners face different challenges (Ahl, 2006; Center for American Progress, 2014; Kyrgidou & Petridou, 2013; National Women’s Business Council, 2012; Orhan & Scott, 2001), there may be strategies—such as more collaborative, peer-focused sessions—that could support women business owners in a uniquely helpful way. While I did not explore that topic further in this study, it does merit continued discussion about the role of networking, relationships, collaboration, peer-sharing, and even mentoring in professional development sessions for women.¹⁰

Valuing the Facilitator Role in Online Resource Development

After I reflected on my results, the practice that I found myself focusing on was the practice of creating, structuring, and sharing the out-of-class resources in a welcoming, contextualized way. I was struck by how both Audrey and Gene acknowledged that the online resource center was overwhelming and was not something that they used heavily after

¹⁰ One area of potential research could be related to Clara’s comment about how women participate in networking events in a different way, with research into how women and men business owners participate during networking events, and research about how women and men business owners view mentors, models, and the value of mentoring relationships.

the workshop. When I was developing the resource center, I was driven to create something robust, because I thought a comprehensive resource center would be the most helpful tool for the women business owners going forward. Looking back at my own notes, I can see that I was driven by a need for demonstrating “completeness” and “expertise”; I saw the comprehensive resource center as one way of demonstrating my ethos as the facilitator.

Grasha (1992) describes five styles of teacher; two of those styles are “expert” and “formal authority.” Those two styles are characterized by “expertise”, “status”, and “standard ways.” Another style is “facilitator”, which is described as:

Emphasizes the personal nature of teacher student interactions. Guides students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action and responsibility. Works with students on projects in a consultative fashion and provides much support and encouragement. (p. 143)

As I considered my teaching style, and my approach to instructional design as it has been formalized to include flipped learning, andragogy, and constructivism, I immediately related to the facilitator teaching style. However, my observations indicated that when I designed out-of-class materials, I was approaching those activities from the perspective of the expert or formal authority teaching styles. For me, it is interesting to consider whether that misalignment of teaching style and instructional design approach often lead to ineffective instructional design practices, with my practice of designing the out-of-class resources as one example. This would be an interesting challenge to consider in future research, whether the

misalignment of teaching style and approach could point to other practices that I could focus on improving.

Another opportunity for future research could be the role of facilitators as they transition from a traditional workshop format to a flipped workshop format. In this study, I identified that I could improve how I designed and facilitated the online resource center and the mapping of in-class and out-of-class activities. I recognized that I was approaching the out-of-class materials with an “expert” teaching style (Grasha, 1992). Could the anxiety about wanting to provide “complete” information have related to my transition of traditional expert speaker to hands-on workshop facilitator?

Rotellar and Cain (2016) describe the transition for faculty members who are integrating the flipped classroom model:

Changing to a flipped classroom paradigm may actually be more bothersome to faculty members than to students. Some faculty members may struggle with releasing the reliance on their role as content-deliverer, especially if they have been considered by themselves or others to be a ‘great teacher.’ Those faculty members should be encouraged to focus on the value they bring to the classroom and to offer something that students cannot get by reading a book or watching a video. Those who are truly great at teaching will adapt and continue to be as good or perhaps even better teachers regardless of the teaching environment. (p. 6)

This quote highlights the value I was not bringing to the online resource center. In my “expert” teaching style, I was a “content-deliverer” and created something like a book.

Further research might ask if and how facilitators struggle during the transition from “expert” to “facilitator” when transitioning to a flipped classroom environment.

In my earlier discussion of flipped principles, I referenced The Flipped Learning Network (2014) description of “professional educator,” which states, “While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur” (p. 2). In future research, I might inquire into how facilitators manage that transition to a less visible, less prominent, but still vital role. What challenges and risks to facilitators associate with this transition? How do the risks affect their perception of the flipped classroom model? How does their perception of their role change before and after facilitating a flipped classroom environment? When do the professionals engage with the different teaching styles during a flipped classroom session, and what are their perceptions of effective teaching styles for the flipped classroom model?

The dichotomy between the facilitator role and the expert role also related to the theme I discovered in this study of immediate practice. This theme emerged because the interviewees all reflected that the information covered in our workshop sessions could have been found in YouTube videos or books. They reflected that they knew this information was available elsewhere but that they signed up for the workshop anyway; in other words, they did not sign up only for the information or content that would be shared. What they valued was not what Grasha (1992) describes as “the information, knowledge, and skills such [expert] individuals possess” but what he describes as an advantage of the facilitator style, “the focus on students' needs and goals” (p. 143). They interviewees expressed that they

needed a more supportive learning environment, one that was more specific to their questions and that was supportive of immediate practice, which also aligns with the facilitator role.

What could be interesting is an attempt to marry this theme of needing immediate practice with my drive to improve my practice of developing out-of-class and digital resources. If women business owners seek workshops that have opportunities for immediate practice, then how can more workshops of all forms, in person or digital, integrate immediate practice? Is there a way that online workshops, such as webinars or asynchronous courses, could somehow harness the power of immediate practice? If so, would that provide more professional development options, or provide more opportunities for accessing effective professional development sessions, for women business owners? From an instructional technology perspective, further research could explore how certain tools cater to different teaching styles. How, for example, might a static list of links in a Google document compare to a dynamic series of posts in a WordPress site? Are there certain tools that offer facilitation rather than expertise?

As I considered these questions as an instructional designer, I weighed them against my finding that I could improve my practice of sharing out-of-class resources. How could I better approach the development of out-of-class resources from a facilitator teaching style (rather than from an expert or formal authority teaching style)?

Online resources and other digital support tools offer unique access options for women business owners that are not hindered by location or time (Kyrgidou & Petridou, 2013). But as my findings indicated, women business owners may not be searching for generalized YouTube videos; they may be looking for opportunities for immediate practice.

For all researchers in adult education, there may be an opportunity to consider how online resource centers or other digital course offerings could be integrated with the theme of immediate practice, as opposed to the themes of sharing expertise. In my own practice, I am driven to explore other tools, such as dynamic Web tools like WordPress, and to ask how they could support a facilitation teaching style even through online delivery of resources.

Summary

In this study, I found that andragogical design principles and constructivist learning approaches strengthened the application and facilitation of the flipped classroom model. Not only might the andragogical and constructivist practices help to support a more systematized use of the flipped classroom model, but those practices might also help to extend the collaborative nature of the flipped learning environment, and the individualized, contextualized instruction within the flipped learning environment, two elements that were found to be important to the participants in this study.

I felt that further research could explore what aspects of professional development sessions could be improved to better suit women business owners, not because women as a gender learn differently, but because women as a group are marginalized on the field of entrepreneurship (Brush et al., 2001; Greene et al., 2001; Majority Report of the U.S. Senate Committee on Small Business and Entrepreneurship, 2014; Verheul & Thurik, 2001), and might therefore benefit from different structures that support a more equitable future for all entrepreneurs (Shrewsbury, 1993; Tisdell, 1995). Specific to this study was the emergence of the theme of immediate practice, and how women business owners valued the opportunity for immediate practice in a supportive environment with a facilitator and peers. Further

research could help to extend this theme and its application to learning theory related to the design and development of training environments for many groups, including women business owners.

Conclusions

This study built on the work of instructional design, as I sought to integrate instructional design principles from the flipped classroom movement, from andragogy, and from a constructivist lens, while analyzing and improving my practice as an instructional designer. Through this study, I was able to formalize my instructional design practice, and as a direct result, I felt more confident that the sessions I created using this practice were in fact flipped, andragogical, constructivist learning environments. I also realized the extent to which the andragogical and constructivist approaches support the flipped learning environment that I sought to create for the participants.

By reflecting on the observations, survey data, and interviews, I was able to evaluate what practices I should focus on continuing and improving. I identified that I was successful in my practice of describing the workshop objectives, in creating an engaging and interactive session, in demonstrating my preparedness, and in demonstrating my care for participant success, and I identified that I should focus on improving my practice of mapping in-class and out-of-class elements, with improved communication to participants about the purpose of and expectation for these elements and with improved organization of the course resources, and improving my practice of communication during the co-created learning objectives activities. I also evaluated the use of a flipped classroom model for professional

development sessions and for women business owners, reflecting that the use of the model was effective, and evaluated whether a flipped professional development session would have an impact on participant outcomes, reflecting that a flipped classroom model can be a successful tool for professional development and that the participant outcomes from this workshop were positive, with many participants demonstrating improved and increased use of Facebook.

In my review of the literature, I identified a potential gap in existing research on best practices for designing “flipped” professional development sessions, or workshops, for adult learners, and a gap in existing research on how to assess whether a professional development session effectively utilizes andragogical design principles or flipped learning principles. While I now understand in my instructional design practice how I define these sessions, and how these models support one another, I also recognize this discussion as a potential for further research, especially since these findings were contextualized in my instructional design process as part of this action research study that focused on my practice.

I also discussed that because women as a group are marginalized on the field of entrepreneurship, and might therefore benefit from different structures that support a more equitable future for all entrepreneurs, further research could help to extend the theme of “immediate practice,” which I discovered to be extremely important to my study participants. Further research could consider this theme and its application to learning theory related to the design and development of training environments for other marginalized groups, for adult learners in general, and/or for entrepreneurs in general.

As I continue my instructional design journey, I will continue to conduct action research as a way to analyze and evaluate my instructional design practices. I was also motivated by this study to continue my focus on constructivist approaches, andragogical design principles, and flipped learning models as they are applicable. Perhaps most important, through this research project I also experienced a renewed passion for working with women business owners. I found that the study participants were eager to help their peers, were driven in their pursuit of their entrepreneurial goals, and were open to new ideas while also serving as the experts within their own businesses. This reignited passion had me considering the incredible potential of working with women business owners, who represent such an important part of our country's resilience, of our local and national economies, and of our spirit as a capable, inspired community.

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APPENDICES

Appendix A: Workshop Advertisement

The following advertisement was shared on Facebook as a Facebook Event as was shared on the NAWBO Greater Raleigh website.

July Workshop: Building Your Facebook Strategy

Hosted by NAWBO Greater Raleigh

This unique, hands-on workshop gives business owners a chance to work on their Facebook strategy. This is not a presentation series! These are training sessions—a chance for you to work alongside a social media expert, to make immediate changes to your Facebook page in a small group of other women business owners.

Bring your own computer and bring your questions, and in two evening sessions, we'll review:

- Facebook basics: Accessing your business Facebook page, and checking your Facebook settings to ensure your business and personal page are not negatively affecting one another
- Establishing milestones: Outlining your goals for social media and identifying how you might accomplish them, with chances to experiment with different kinds of Facebook posts.
- Creating an action plan: Developing a sustainable plan for using Facebook for over a year, one that's tailored to your goals and strengths.
- Facebook Ads: What are Facebook ads, how can you track them, and when should (and shouldn't) they be used?

Workshop will be led by Sarah Glova of Reify Media in two hands-on sessions: July 24th and July 31st.

7/24 and 7/31

6:00 - 8:00

Bring your own laptop!

This training session is only open to 8 members and is exclusively available for current NAWBO Greater Raleigh members.

The cost of this two-part training session is \$50.

(Price includes the total cost of both sessions. Registering once registers you for both sessions. Cost is \$50; no refunds for attendees who do not attend both sessions.)

Register today to reserve your spot!

Appendix B: Pre-Workshop Email to Participants

The following email was sent to participants once they registered for the workshop.

Good afternoon,

Looking forward to seeing you in the NAWBO Greater Raleigh workshop, **Building Your Facebook Strategy**, on July 24 and July 31 from 6:00 PM to 8:00 PM at Roper Bookkeeping (242 W Millbrook Rd, Raleigh, NC 27609).

We will be working together as a small group to plan out **your** goals and actions for Facebook Business Pages. The workshop will be adapted to your experience level and interest.

(1) SURVEY: In order to learn more about you and your goals, I've put together a short survey. It should take you about five minutes to complete. Please [click here to get started](#).

(2) READING: If you have time before tomorrow, you may choose to review these resources. We will be working on activities related on this information at the start of the workshop:

- [Facebook's Business Page](#) hub
- Hubspot's [Facebook Page](#) basics
- [Facebook Business Page Evaluation Checklist](#)
- [Facebook's Pages to Watch](#) feature

(3) TO BRING: Please remember to bring the following to the workshop:

- A laptop or tablet device (+ a charger, just in case)
- Your Facebook login information
- Your current marketing plan, if you have one
- Your ideas and questions

(4) QUESTIONS: If you have any questions or concerns before the workshop, you can reach me by email sarah.glova@reifymedia.com or by call/text at [919-749-9303](tel:919-749-9303).

See you on Monday!

Appendix C: Pre-Workshop Survey

Participants were sent this Pre-Workshop Survey before the first workshop session. The questions were sent to the participants through a Google Form.

Pre-Workshop Survey

Thank you for registering for the "Building YOUR Facebook Strategy" workshop series! This short survey will help the facilitator to better understand your goals for the series.

1. Name:
2. Please share your Facebook Business Page(s).
Please enter the business name(s) you use on Facebook (or the URL to the Facebook page(s)) here. If you do not yet have a Facebook Business Page, please skip this question.
3. How often do you update your Facebook Business Page?
4. How often do you visit Facebook?
5. How do you access Facebook - computer, tablet, mobile phone, a mix...?
6. Can you list some businesses whose Facebook Business Page posts you enjoy reading?
You can log into Facebook, select the "Pages" icon from the left-side menu, then click "Liked Pages" at the top to see a list of the pages you currently follow.
7. If time and computer skill were limitless—what kinds of things would you like to do with your Facebook Business Page?
8. What are your goals for this workshop?

Appendix D: Workshop Checklist Assignment

Participants used this Checklist to evaluate one another's Facebook pages during session one. The Checklist was built as a Google Form. After the session, I sent the participants PDF copies of the Google Form evaluation/s of their Facebook Page.

Checklist: Facebook Business Page

Use this simple form to quickly evaluate a Facebook Business Page and to share recommendations.

1. Name of Business:
2. Does the Page have a brand-focused profile image? (Yes/No)
3. Profile Picture Comments:
4. Does the Page have an engaging cover image that works well with the profile image? (Yes/No)
5. Cover Photo Comments:
6. Does the Page have a brand-focused Page name, @username, and URL? (Yes/No)
7. Username/URL Comments:
8. Does the Page have a call-to-action button below the page header? (Yes/No)
9. Button Comments:
10. Does the Page have all the About information you'd expect for the industry, in the box within the right-hand sidebar on the Page's Home tab? (Yes/No)
This varies by industry; while all businesses should have a phone number and website, some may not post their hours/address/etc. Evaluate whether the business has the information you'd expect from this type of company.
11. "About blurb" Comments:

ABOUT TAB

Click to the About Tab to evaluate this section.

1. Does the information in the About TAB include the information you'd expect? (Yes/No)
This varies by industry; while all businesses should have a phone number and

website, some may not post their hours/address/etc. Evaluate whether the business has the information you'd expect from this type of company in the About tab.

2. "About tab" Comments:
3. Does the STORY in the About tab tell you why you'd want to work with this business? (Yes/No)
4. STORY Comments:
5. Does the ABOUT field in the About tab tell you what this business does, with a brief background? (Keywords relate to the industry/services?) (Yes/No)
6. ABOUT field Comments:
7. Does About tab feature links to other social media accounts (ex. Instagram, Twitter) (Yes/No)
8. Social Media Comments:
9. Are any products/services/awards listed in About page described so that they quickly make sense and give you a picture of the business? (Yes/No)
10. Products/Services/Awards Comments:

POSTS TAB

Click to the Posts Tab to evaluate the Page's posts.

1. Take a look at the 10 most recent posts. Share your thoughts here:
Do you notice any trends? Do the post types have anything in common? What sense do you get from the brand, based on these posts?
2. Do most of the posts have pictures? If yes, what kinds of pictures do you see most often - are the pictures stock images, or do they seem like custom images?
3. Looking at the Page's listing of posts - does it seem like the Page often shares content from other pages/other people? If so, where does that content seem to come from?
4. What kinds of hashtags does the Page seem to use within its posts?
5. Looking at the Page's listing of posts - does the content seem to receive engagement (likes, comments, shares) from others? Does it look like similar fans are engaging, or does it vary?

Appendix E: Email to Participants Between Session 1 and Session 2

Good evening, ladies,

Thank you for a fun workshop on Monday. I appreciated your openness and your feedback!

You can find information from Monday's workshop, the resources that I mentioned, and answers to some of the questions from today in this document: https://docs.google.com/document/d/1IQXHbgPuvQ0HmgY9_w8VmUxK6fJQHluRU5CrsRbQ_ac/edit?usp=sharing. I've also listed all of our Facebook pages there.

Before next week, would you please try these four tasks? My hope is that you'll be able to take care of these items in about an hour, or in two half-hour sessions.

1. Review your evaluation checklist:

Please see attached, if someone completed an evaluation checklist for you. If your Page was not evaluated, you may skip this step. (I'll be happy to evaluate a page for you later this month, if you develop a new one!)

2. Bring in three sample posts from other businesses:

As you explore Facebook over the next week, take a screenshot of at least three Facebook posts from businesses that you notice or engage with. These should be posts that you think do things well or interestingly. We'll talk about this at the start of our next session. You can email me these screenshots or just save them to your computer.

3. Decide which organizational strategy you will use in our next session:

Toward the end of the workshop on Monday, we talked about organizing your social media calendar. Next week, we're going to practice *creating a social media calendar*. Together, we'll brainstorm posts that are relevant to your audience and industry. We'll also talk about best practices for drafting, for scheduling, and for using related media like images and video.

The focus of this part of our session will be on creating a system of post-and-review that capitalizes on the insight/analytic data availability that Facebook provides. The purpose *isn't* to focus on the actual calendar/tracking/scheduling tools.

So before our next session, consider—How would you like to organize *your* social

media drafts? Some people like to use pen and paper—they buy a small planner and have it just for their social media, OR they use their current paper planner and designate a new color/tab/etc to use within it. Other people like to be digital; they use tools like [Trello](#) or Google Calendar or [Evernote](#) to organize when they'll post, or they use tools like [Buffer](#) or [Hootsuite](#) to both schedule and write their posts at the same time.

Different tools work for different people. If you don't already have a method in place, please spend some time exploring and come to the workshop knowing which method you'd like to try. If you can come next week with a tool in mind and ready to practice with, I think you'll get more out of our session.

OPTIONAL CHALLENGE #1: Bring in a list of major product promotions or events related to your company/brand that you'll want to focus on over the next year, so that we can tie these items to your social media calendar.

4. **Take a look at Facebook Insights:**

Go to your Facebook page and look at the Insights tab. You don't need to do anything specific; please simply take a few minutes to click around and observe the kind of information Facebook is sharing with you here. (If you need [help finding the Facebook Insights tab, click here](#). If you'd like an [Introduction to Facebook Insights, click here](#) and [here](#).)

OPTIONAL CHALLENGE #2: If you have at least 100 likes on your Facebook Page, you may add pages to the [Pages to Watch](#) area in insights. I encourage you to try this!

OPTIONAL CHALLENGE #3: Post something to your Facebook Page this week—if you can, two things. We'll use the *Insights* tab to talk about the data collected around both those posts.

Let me know if you have any questions!

Appendix F: Screenshots of the Resources Center

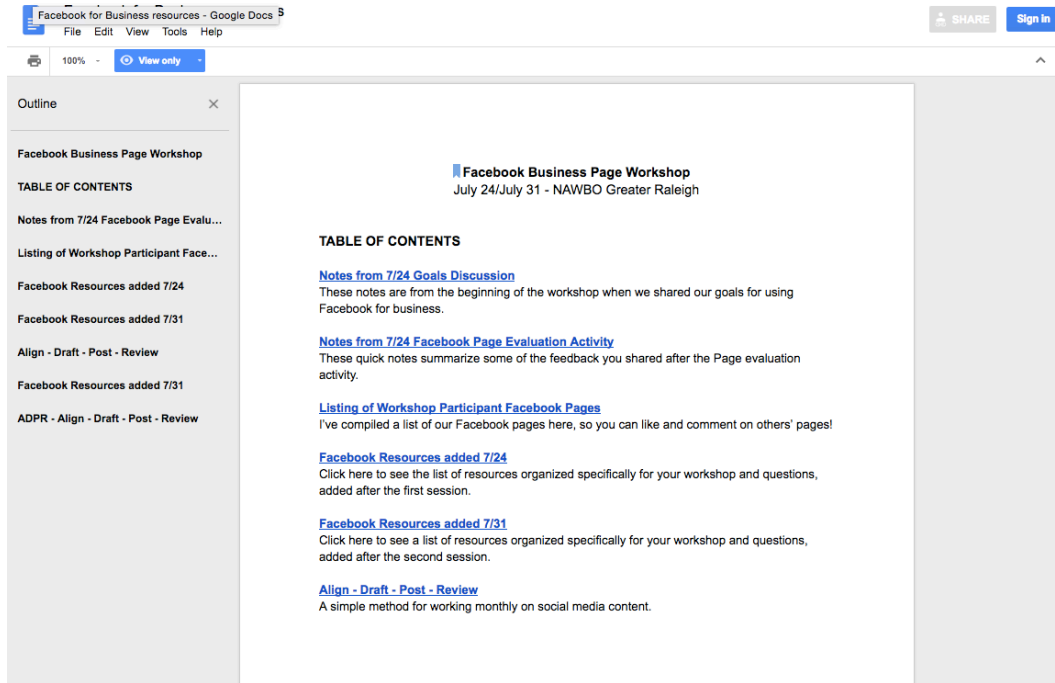


Figure 5: Resource Center Screen One

The Resource Center was built in Google Docs. It featured a Table of Contents, showed here, which is the first thing that visitors would see when accessing the page. The Table of Contents used document bookmarks to link to certain sections within the Resource Center.

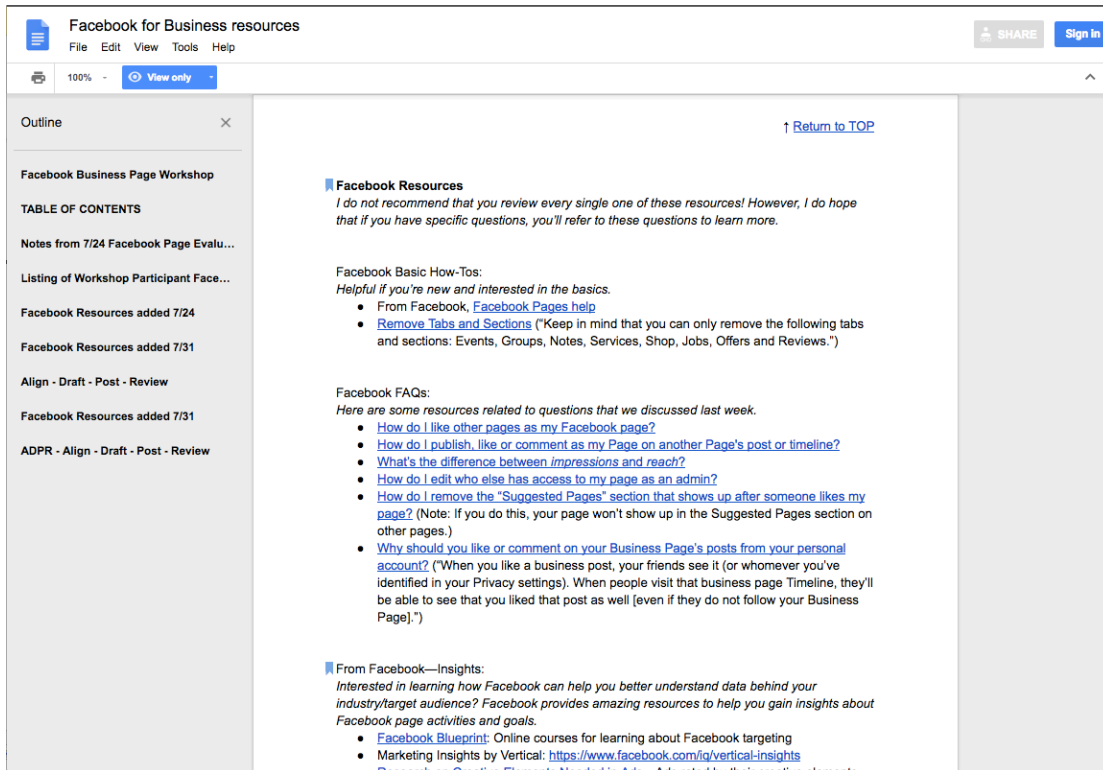


Figure 6: Resource Center Screen Two

If the visitor clicked on a section, they would see a screen like this – featuring organized chunks of links to articles, videos, podcasts, and more. Each item featured a title, and some featured additional description to contextualize what the resource could be used for. The section headings helped to organize the chunks of links by topics. Example topics included things like “Facebook Business How-Tos”, “Facebook FAQs”, “Posting Content” and “Facebook Images”.

Appendix G: Observation Protocol

- *[R1] As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?*
 - What seems to be going well during the workshop, and what does not seem to be going well?
 - Who is talking and what are the topics of the conversations?
- *Structural elements:*
 - *[R2] What elements of a flipped workshop did the participants feel were and were not effective?*
 - What seems to be going well during the workshop, and what does not seem to be going well?
 - How are the participants interacting with one another, with the facilitator, and with the course material?
 - *[R3] How did the women business owners/participants perceive a flipped workshop structure as a tool for professional growth?*
 - What topics, if any, cause participants to demonstrate frustration or discouragement?
 - What topics, if any, cause participants to demonstrate excitement or motivation?
- *Participant outcomes:*
 - *[R4] How do women business owners use Facebook for their businesses, and do their use strategies change after participating in a flipped workshop about Facebook?*
 - How do the participants use Facebook for their businesses before, during, and after the professional development series?

Appendix H: Survey Protocol

- *[R1] As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?*
 - The workshop objectives were clear to me.
 - I was an important part of this workshop.
 - The workshop was engaging and interactive.
 - The facilitator was prepared for this workshop.
 - The facilitator cared about my success in this workshop.
- *Structural elements:*
 - *[R2] What elements of a flipped workshop did the participants feel were and were not effective?*
 - The workshop format was effective.
 - *[R3] How did the women business owners/participants perceive a flipped workshop structure as a tool for professional growth?*
 - I was able to customize this workshop so that it focused on my particular needs.
 - The workshop content was relevant to me and my business.
- *Participant outcomes:*
 - *[R4] How do women business owners use Facebook for their businesses, and do their use strategies change after participating in a flipped workshop about Facebook?*
 - I learned new skills that I will continue to use.

Appendix I: Interview Protocol

- *[R1] What elements of a flipped workshop did the workshop participants feel were and were not effective, and how do women business owners perceive a flipped workshop structure as a tool for professional growth?*
 - How long have you been a member of NAWBO Greater Raleigh? Why did you join?
 - Do you attend many professional development sessions? How do you decide what sessions to attend, and why did you sign up for this session?
 - Did you access any of the resources provided in the online space, before or after the in-person sessions?
 - How comfortable did you feel during the sessions? With the topic? With the instructor? With the other participants?
- *[R2] How do women business owners use Facebook for their businesses, and do their use strategies change after participating in a flipped workshop about Facebook?*
 - How much experience with Facebook did you have?
 - What were your business goals for using Facebook before you signed up for the workshop?
 - Have your business goals for using Facebook changed? How do you feel about using Facebook now that you've been through this workshop?
- *[R3] As I continue to improve my practice as an instructional designer, are there practices related to the flipped classroom model and related to andragogy that I should focus on?*
 - Thinking about the professional development sessions—were they helpful? What elements were and were not helpful for you?