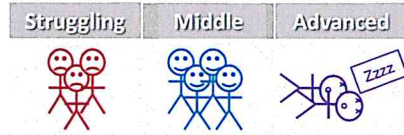
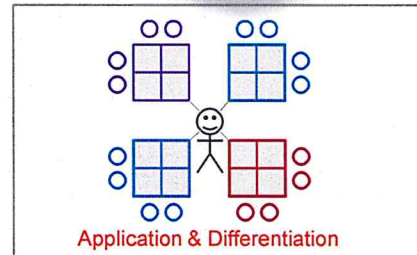
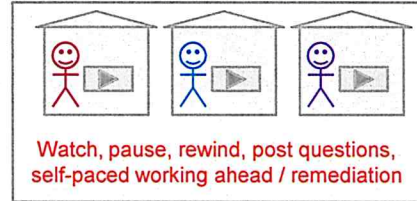


Before and After Flipped



Mostly delivery and review of information
VS.
Little Application



Source: <http://www.youtube.com/watch?v=9aGuLupTwg&feature=related>

Agenda: Flipped Classroom

- 1 • What is it? Why should I care?
- 2 • What does it look like?
- 3 • What are the Challenges?
- 4 • How do I Get Started?

Pseudonyms

Flipped
classroom

Flip
teaching

Reverse
teaching

Backwards
classroom

Reverse
instruction

Inverted
classroom

Traditional Definition

- ▶ Where videos take the place of direct instruction
- ▶ This then allows students to get individual time in class to work with their teacher on key learning activities.
- ▶ It is called the flipped class because what used to be classwork (the "lecture" is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class.

The Flipped Class: What it is and What it is Not by Jon Bergmann, Jerry Overmyer and Brett Wilie
<http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php>

Traditional Homework

“The philosophy behind the flip is that teachers can spend time working with students who need their help in the classroom – and students can work together to solve problems – rather than sitting home alone with work they might not understand and with nobody to ask for help.”

- Valerie Strauss

The flip: Turning a classroom upside down by Valerie Strauss. http://www.washingtonpost.com/local/education/the-flip-turning-a-classroom-upside-down/2012/06/03/gJQAYk55BV_story.html

Benefits

- ▶ Gives teachers more time to spend 1:1 / small groups helping students
- ▶ Builds stronger student/teacher relationships
- ▶ Offers a way for teachers to share information with other faculty, students, parents, and the community
- ▶ Allows students to “rewind” lessons
- ▶ Allows teachers to differentiate instruction
- ▶ Creates a collaborative learning environment in the classroom

Adapted from: <http://www.techsmith.com/flipped-classroom.html>

Student Quotes

"It's more personal than a normal teaching style. It's nice that instead of being lectured in class we can sit and work with other students on problems instead of struggling at home."
- Justin Schuble, 17

"There is a lot more support with this and it's a lot easier to learn, You don't get stressed out about what you are doing."
- Brooke Gutschick, 11th-grader, private Bullis School in Potomac

http://www.washingtonpost.com/local/education/the-flip-classwork-at-home-homework-in-class/2012/04/15/gIQA1AajJT_story_1.html

Spotlight Focus



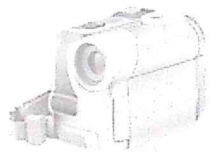
Shift from:

- What is the best technologies to use?
- What tool should I use?
- How do I make videos?

Spotlight Focus

Shift to:

- “What is the best use of our face-to-face class time?”



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1

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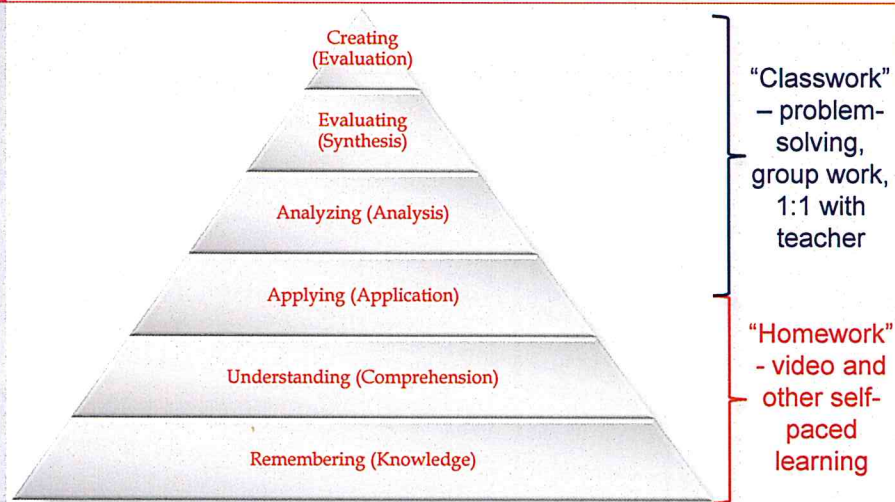
3

- What are the Challenges?

4

- How do I Get Started?

Bloom's Revised Taxonomy



Outside of Class vs. In Class

OUT OF CLASS

- ▶ Watch videos, read, investigate web sites, do simulations ...
- ▶ Ask students to write questions they have
- ▶ Ask students to take notes
- ▶ Gives formative assessment on the material

IN CLASS

- ▶ Have students solve problems
- ▶ Break students into groups for discussion
- ▶ Do more labs, projects and experiments
- ▶ Hold debates or games for the class
- ▶ Incorporate cross curricular activities
- ▶ Collaborate with another class

Adapted from: *Exploring the Flipped Classroom*
<http://assets.techsmith.com/docs/pdf-landingpages/flippedclassroom-explore.pdf>

Examples - Science

Out of class	In Class	Out of class
Read / watch video on lab experiment	Conduct lab experiment	(optional) Reflect on lab experiment; Collate lab data
Review a simulation on a dissection	Conduct the actual dissection	Reflect on lessons learned / applications

Optional: Add extension activities, career explorations, real world applications ...

Example – Bio Ethics

iDebate

Due to the demand by consumers for safer products, cosmetic animal testing exists. When the topic of cosmetic animal testing is discussed, the justification of the harm to animals being worth the benefit to humans is different than the debate regarding testing animals for medical research. Cosmetics are not necessary to sustain life like the science of medical research can cure disease and save lives; but, proponents of cosmetic animal testing claim that since the products are used on humans, they should be tested for all risks. No one would want to discover that the mascara they just bought at the store might lead to blindness. So, should a few animals' eyes be sacrificed to ensure the safety of all cosmetic users? Let's i-Debate!



Investigate

- Visit our iDebate - Week 11: Cosmetics and Animal Testing. Review the debate background information presentation to learn more about our iDebate.

Examples - Math

Out of class	In Class
Watch a video introducing a math concept	Apply the concept to solve problems
Watch a video on how to solve a specific type of math problem (e.g., quadratic equation)	Solve actual math problems
Review various techniques / rules / concepts	Solve a variety of problems learning to select and apply the appropriate technique / rule / concept

Optional: Add extension activities, career explorations, real world applications ...

Examples – Language Arts

Out of class	In Class
Introduce terms, characters, setting of a novel; Read novel	Discuss key points, meanings, interpretations ... Create your own parallel story, skit ...
Read, when get to X, watch video to explore turn in book (foreshadowing, coming of age moment ...)	Discuss significance, meaning
Model finding the theme of a passage	Use inquiry in class to find the themes
Review grammar rules, figures of speech, literary devices	Write! Peer share and review
How to write a ___ paper (e.g., research)	Write, discuss, review
Learn what symbolism is	Practice recognizing symbolism

Examples – Social Studies

Out of class	In Class
Review info on power and influence of the media on American government	Design your own attack add
Investigate ongoing battle between two major political parties and struggle between ideals vs. reality	Design your own political party
Review details on the 30 Years War	Conduct a mock trial on whether the 30 years war was a political or religious war complete with plaintiff, defendant, judges, witnesses

Your Turn ...

In the Questions area, share one possible flipped lesson plan.

- What lower level skills can you push outside the classroom?
- What higher order skills would you address in the classroom and how?



Class Time

“During in class time students will be either:

- working on viewing the next module video,
- getting coaching based on what the Formative Assessment indicates about their level of understanding on the previous module they attempted (there is a Formative Assessment for each module), or
- working on one of about five Extension Activities.”

- Mark Stevens

The Flipped Class: What Does a Good One Look Like? by Brian Bennett, Jason Kern, April Gudenrath and Philip McIntosh <http://flippedclassroom.org/forum/topics/flipping-in-social-studies>

Flipped Classroom Characteristics

- ▶ Discussions are **led by the students** where outside content is brought in and expanded.
- ▶ These discussions typically reach **higher orders of critical thinking**.
- ▶ Collaborative work is **fluid** with students shifting between various simultaneous discussions depending on their needs and interests.
- ▶ Content is given **context** as it relates to real-world scenarios.
- ▶ **Student-led** tutoring and collaborative learning forms spontaneously.
- ▶ Students ask **exploratory** questions and have the freedom to delve beyond core curriculum.
- ▶ Students are actively engaged in problem solving and critical thinking that reaches beyond the traditional scope of the course.
- ▶ Students are transforming from passive listeners to **active learners**.

The Flipped Class: What Does a Good One Look Like? by Brian Bennett, Jason Kern, April Gudenrath and Philip McIntosh. <http://www.thedailyriff.com/articles/the-flipped-class-what-does-a-good-one-look-like-692.php>

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Speed Chat ...

In the Questions area:

- If you are just getting started, share: **A key concern or challenge**
- If you are more experienced, share: **A challenge you've overcome along with your solution**



Common Challenges

- ▶ NO internet access at home
- ▶ NO computer at home
- ▶ Students not doing homework
- ▶ Uncomfortable with technology
- ▶ I feel like I'm suppose to lecture and be the provider of information
- ▶ Giving up some control to the students
- ▶ Multi-tasking with different groups moving at different paces

[Poll]

- ▶ Which best describes your experience with the pre-webinar assignment of watching videos?
 - I didn't know I was suppose to watch videos before the webinar
 - I wasn't able to watch the videos
 - I watched some of the videos
 - I watched the suggested videos
 - I watched some of the suggested videos and continued surfing for related content

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Getting Started Tips

I wanted to witness flipped classrooms first hand so I did some school visits and viewed lessons on the web.

At first, I was too uncomfortable making the videos so I wrote questions and asked a student to interview me in front of the camera - that was so much easier!

Getting Started Tips

Definitely start with the in-class experience. Design collaborative activities that focus on creating, analyzing, and critical thinking. Then work on pushing the foundation knowledge outside of class.

I asked our technical director for help creating and posting the videos.

More Tips

- Don't be afraid to start small – flip a single lesson*
- Keep the videos under 20 minutes*
- Work with teachers who like to try new things*
- Think about how you want to measure success*
- Document your processes*
- Look for grants*
- Share content creation between teachers of same subject*

Resources - Tools

VIDEO MAKING

- ▶ Show Me
- ▶ Educreations
- ▶ Camtasia
- ▶ Jing
- ▶ Brainshark
- ▶ IgniteCAST
- ▶ Knovio
- ▶ TED.ed
- ▶ Screenr.com/screencastomatic.com
- ▶ ScreenFlow

STORING VIDEO

- ▶ Your LMS
- ▶ Edmodo
- ▶ YouTube
- ▶ School Website
- ▶ Others?

Speed Chat ...

Reflect on one the following and finish the sentence in the Questions area:

- I discovered ...
- I re-learned ...
- I was surprised to learn ...
- I forgot that ...
- I noticed that ...
- I plan to ...
- I will tell colleagues about ...

...



Resources

- ▶ <http://www.flippedteaching.com>
- ▶ <http://www.flippedhighschool.com/>
- ▶ <http://www.knewton.com/flipped-classroom/>
- ▶ http://en.wikipedia.org/wiki/Flip_teaching
- ▶ <http://www.thedailyriff.com/articles/the-flipped-class-manifest-823.php>
- ▶ http://www.washingtonpost.com/blogs/answer-sheet/post/flipping-classrooms-does-it-make-sense/2012/06/06/gJQAk5ovJV_blog.html
- ▶ <http://smartblogs.com/education/2012/08/07/flipped-classrooms-lets-change-discussion/>
- ▶ <http://www.techsmith.com/flipped-classroom.html>
- ▶ <http://theinnovativeeducator.blogspot.com/2011/10/five-reasons-im-not-flipping-over.html>
- ▶ <http://usergeneratededucation.wordpress.com/2011/06/13/the-flipped-classroom-model-a-full-picture/>
- ▶ Fi.ncsu.edu/fizz

Thank You!

Mark Bucceri
CLO
mbucceri@TheVHSCollaborative.org