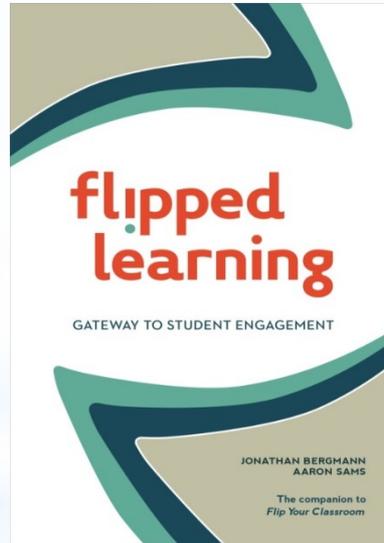
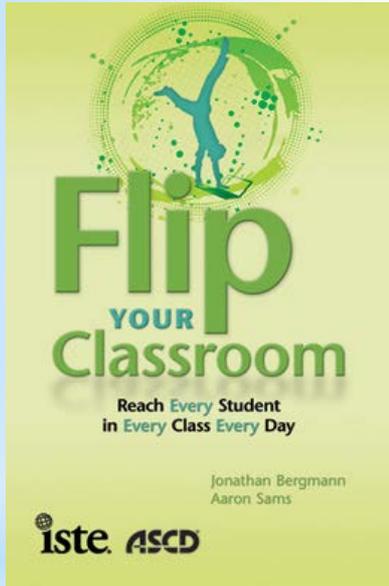


Flipped Learning and Beyond!



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Flipped Learning and Beyond Pre-Workshop Instructions

Go to **Web Poster Wizard** <http://poster.4teachers.org/>

(These links will take you directly to the videos and websites that will be discussed.)

- Scroll to the bottom of the page to the box that says **Search for Posters and Worksheets**
- Click on the dropdown box that says **Poster ID** and find **Worksheet ID**
- Type in **179512** to the right
- Hit **Search**
- Click on the **blue numbers** under **ID**

OR

Go to IUP Spring Methodology Conf on Foreign Language Teaching <http://www.chss.iup.edu/spanish/methodsconf/>

- Click **Handouts > Worksheet**

* What is Flipped Learning?

- What is Flipped Learning?
- Are you doing it?
- How often do you do it?

Think - Pair - Share

* What is Flipped Learning?

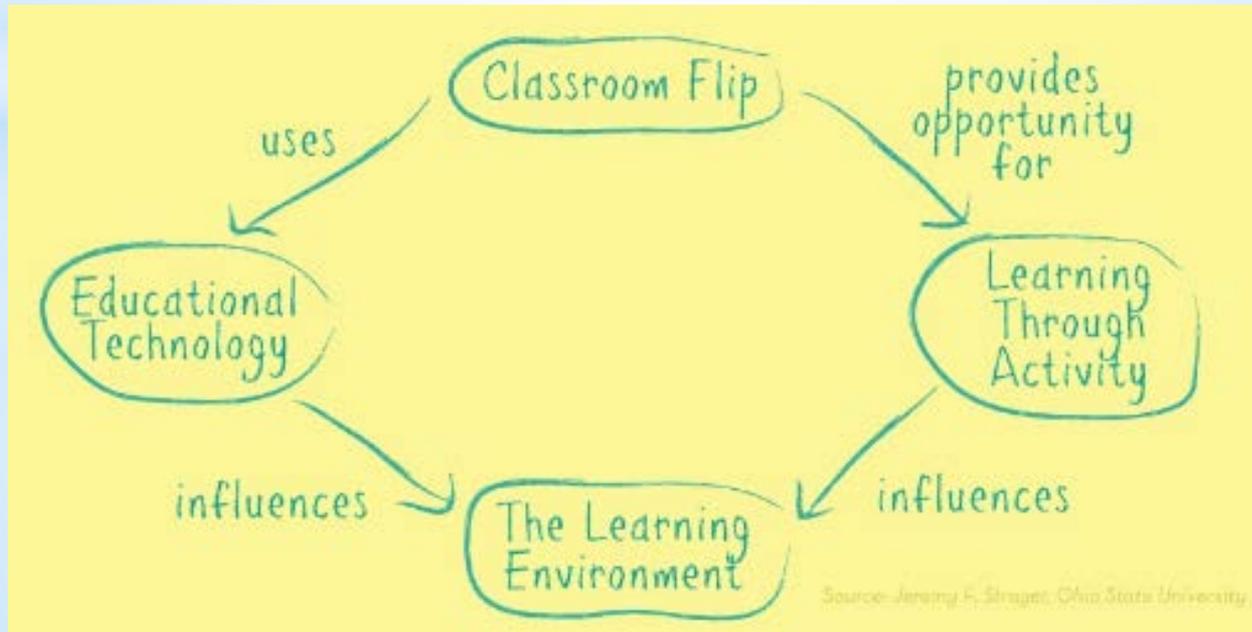
- In Flipped Learning, the direct instruction or lecture is delivered outside of the traditional class time, typically via a video students view on their own.
- Class time is then used for activities, discussions, and conversations based on what students have learned.

THE INVERSION



* What is Flipped Learning?

- In a Flipped Learning setting, the teacher makes lessons available to students to be accessed whenever and wherever it is convenient for the student.
- Flipped learning can work in any subject area; it began with the STEM subjects in 2008 - founders of Flipped Learning: Jon Bergmann and Aaron Sams.



How did I get to the path of Flipped Learning?

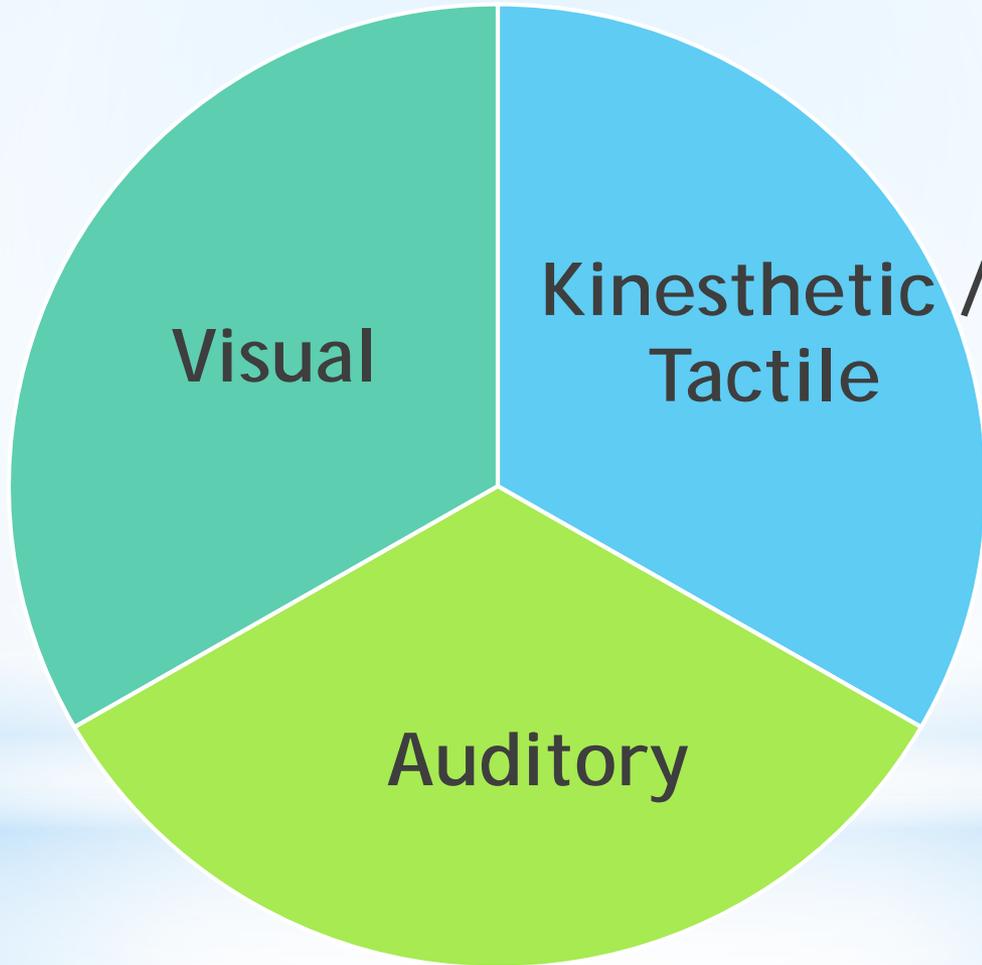


* Why did I “flip” my classroom?

- At-risk/struggling language learners in Elementary Spanish that continually struggled
- Students’ request to have more class time for conversational practice and using the higher order thinking skills
- Reduction of foreign language anxiety by developing a community of learners.



Classroom Activities



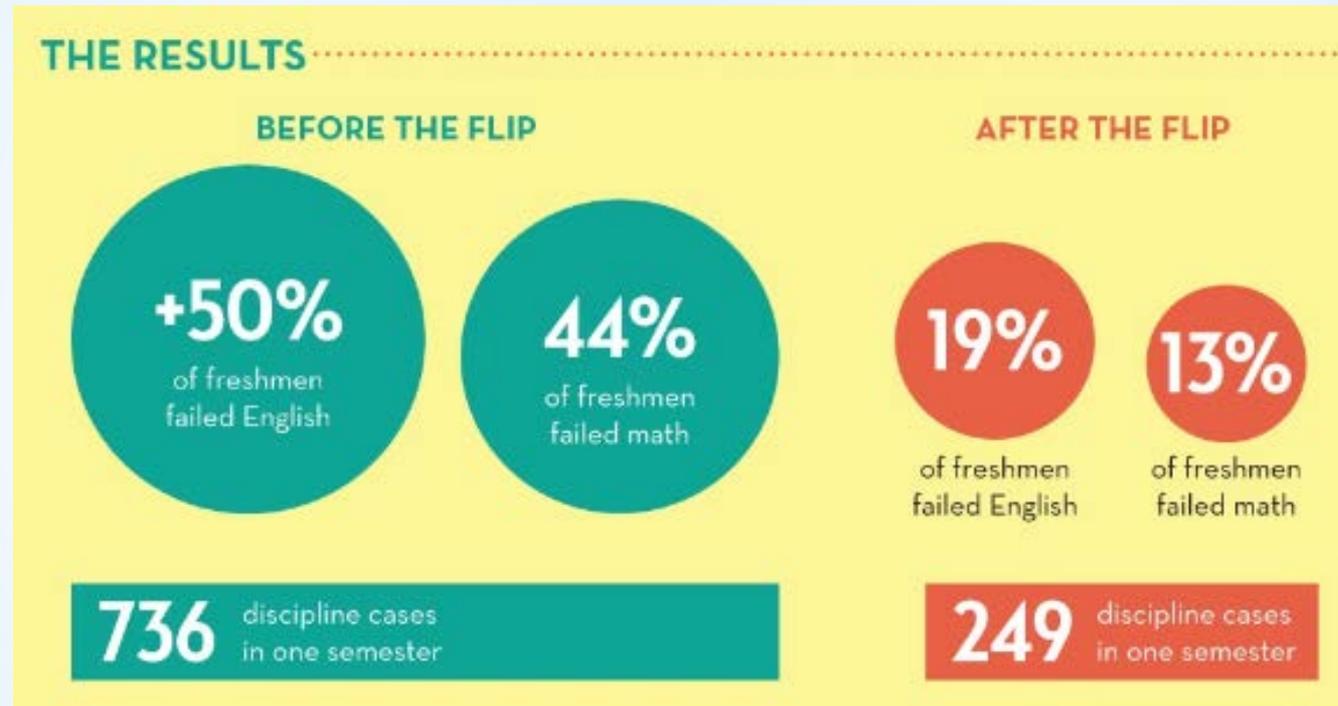
* What does the research say?

- In “flipped learning,” the teacher moves the lower levels - understanding and remembering - outside of the class where students work on mastering the concepts; in class, the teacher and students can focus on the upper levels of the taxonomy - applying, analyzing, evaluating, creating (Marshall & DeCapua, 2013).



Bloom's Taxonomy

- Flipped Learning at Clintondale High School, near Detroit, Michigan -



Fulton, Kathleen P. (2014). *Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education*. Corwin: Newbury Park, CA.

- A 2014 survey from the Flipped Learning Network found that 78% of teachers said they'd flipped a lesson, and 96% of those that tried it said they'd recommend it.

* **The ATRACT Model of “Flipped Learning”**
Best practices for beginning a flipped classroom in the humanities (Coley, Hantla, & Cobb, 2013).

- 1) Autonomous learning is empowered learning.
- 2) Technical issues happen.
- 3) Resistance.
- 4) Align videos with classroom time.
- 5) Consistent structure.
- 6) Time (high school students view about 3 videos per week.)

Recommended video length:

< 15 minutes , preferably 10-12 minutes maximum.

It is better to make two short videos than one longer one.

* ATTRACT (S)

7) Seek out others - “flipping” buddies at your school or another school, tech people, flipped learning groups



* Planning the Flipped Classroom

- Attend flipped learning webinars or workshops
 - [Flipped Learning Global Initiative](http://flglobal.org) <http://flglobal.org>
 - Flipped Learning Network <http://flippedlearning.org>
- Watch tutorials at Sophia <https://www.sophia.org/home-teacher> and read blogs such as Flipping My Spanish Classroom <http://spanishflippedclass.blogspot.com/>
- Join Facebook groups on Flipped Learning
- Develop Flipped Learning support team & objectives
- Plan what you will flip - which class and which unit(s)
- Make video after watching YouTube tutorial.
- Select a platform to post the links to the videos

* Elementary Spanish: SPAN 101 and 102

Outside the class, students:

- Watch the video about the grammar concept
- Textbook's online grammar presentations by Profesor Gómez.
- Videos from trusted Internet sites.
- Videos that I record.
- Read the one or two page corresponding lesson in textbook.
- Complete the notes (guided notes or Cornell notes) and online and/or print homework.



* Elementary Spanish: SPAN 101 and 102

Inside the class, students:

- Participate in interactive mini-review of video lesson with examples - PowerPoint/document camera.
- Tools that use real time questioning and instant result aggregation and visualization, which allows teachers to gauge the whole class' current level of understanding
 - Kahoot 
 - Socrative 
 - Poll Everywhere 
- Review answers to the worksheet homework.
- Engage in independent and collaborative activities, boardwork, conversations, and discussions.

* Student Survey Results

Survey:

--Administered at the end of the semester before final exam

Opening explanation at top of survey:

This semester I “flipped” the classroom because students said they wanted to have more class time for conversational practice.

--Watching the grammar presentation and taking notes outside of class is called a “Flipped” classroom.

--Listening to the professor lecture about the grammar topic while students take notes in class is called the “Traditional” classroom.

End-of-Semester survey: Provide a response for each item.

This year I “flipped” the classroom because students said that they wanted to have more class time to have conversational practice.

--Watching the grammar presentation and taking notes outside of class is called a “Flipped” classroom.

--Listening to the professor lecture about the grammar topic while students take notes is called the “Traditional” classroom.

1. Do you feel like the “Flipped” Classroom helped you to learn the material?

Much better than traditional	Better than Traditional	The same as Traditional	Worse than Traditional	Much worse than Traditional
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Do you pause (or “rewind”) the presentation by Professor Gómez while you complete the Aguntas?

Never	Rarely	Sometimes	Often	Always
<input type="radio"/>				

Open Response Questions:

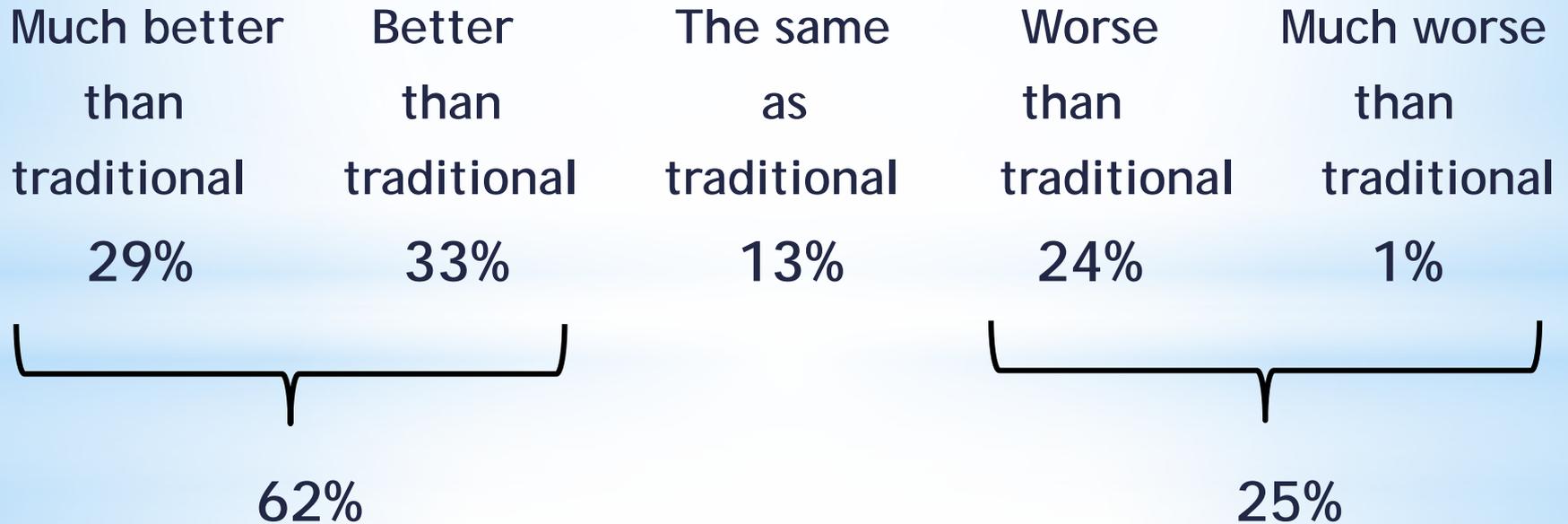
3. What could I do for you to help support you more in the “Flipped” Classroom?

4. What is the most helpful part of the “Flipped” Classroom?

* Student Survey Results

Question 1:

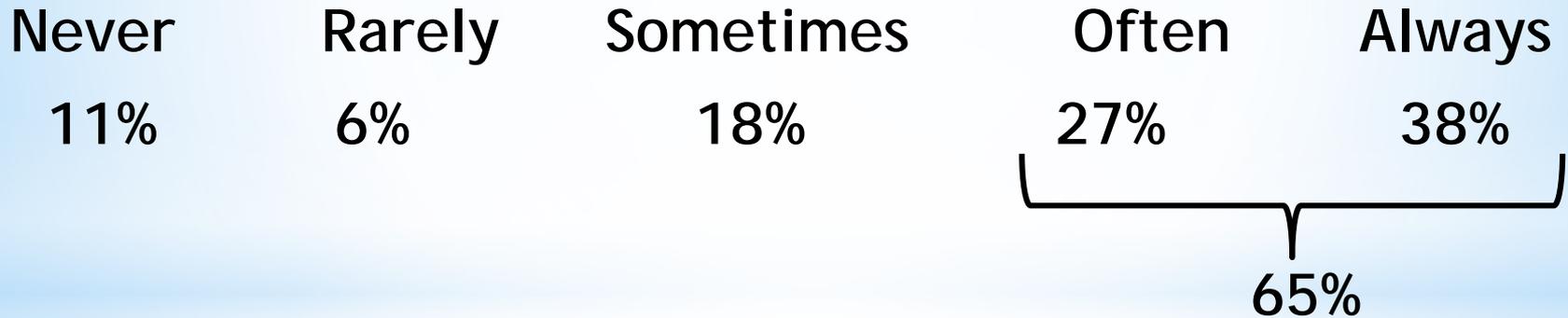
Do you feel like the “Flipped” Classroom helped you to learn the material:



* Student Survey Results

Question 2:

Do you pause or go back over parts or all of the video while you completed the Apuntes (guided notes)?



* Student Survey Results

Question 3:

When asked the open-response item:

“What could I do for you to help support you more in the “**Flipped**” Classroom?”

those students that did not like the “flipped classroom” expressed that they wanted more in-class review time of the grammar concept.

* Student Survey Results

Question 4:

When asked the open-response item:

“What is the most helpful part of the “Flipped” Classroom?” ,

students said:

- * class conversational time,
- * ability to learn and work outside of class at one's own pace,
- * extra time to master and practice Spanish in and out of class.

Creating and storing videos

- Record a video or narrate a PowerPoint and upload it to YouTube (must be allowed by your school)
- Check with your IT dept to see if they have already paid for a license to Camtasia or Voice Thread.
- Authorstream
- Edmodo
- Kaltura
- Knovio (monthly fee)
- Moodle
- Screencastify
- Vimeo (monthly fee)
- Wikispaces

* Benefits of Flipped Learning

- At-risk/struggling language learners - could re-watch the video as many times as needed.
- More class time for conversational practice and application of the target language.
- Development of sense of community which in turn reduced foreign language anxiety.
- More one-on-one contact with students.
- Students not bored and disengaged in class.
- Students taking ownership for learning.
- Absent students not missing the in-class direct instruction.
- Students able to work ahead.

Additional implementation of Flipped Learning

Videos describing rubrics and assigned projects

- Solved problem of students not dealing well with prose description in print handout
- Didn't need to use class time to explain assignments
- Samples of former student projects included in the video
- Significant decrease in student questions about these assignments

* What were the challenges?

- Finding time to create the videos, guided notes, and additional activities:

Solution:

The work in “flipping” a classroom is front-loaded; therefore, except for doing some tweaking and updating the work is done for next year.

* What were the challenges?

- Realizing that I hadn't made a video for a grammar concept that I wanted students to learn:

Solution:

If I didn't have time to make a video, I taught the concept the traditional way - in class.

* What were the challenges?

- The pre-made video did not have all the content that I wanted.

Solution:

I viewed the textbook presentations and/or online video and created guided notes that corresponded to the video, but I added additional information that I knew would be essential to students being able to understand the grammar concept.

* What were the challenges?

- Conquering the temptation to “reteach” the grammar concept during class time:

Solution:

I abandoned using the chalkboard for reviewing because I found myself going back to old habits and “reteaching” the lesson. I either created PowerPoints which briefly highlighted the key points of the grammar concept and/or used the document camera to project examples for the students to demonstrate their understanding.

* FAQ

- How do I jump in?
 - Start small with a unit and use already made videos available online mixed with those you make.
- How do I get students to watch videos and complete notes?
 - Check for completeness of notes at start of class, or have students that didn't view video do so during class.
- What about students without internet access?
 - Have students use school computers.
 - Make DVD or put narrated PowerPoint on USB flash drive for students.
 - Create a computer station in class.

Questions?

- Resources: see Flipped Learning Resources handout
- Links to Flipped Learning Resources used in this presentation are available at Web Poster Wizard

<http://poster.4teachers.org/worksheet/view.php?id=179512>