

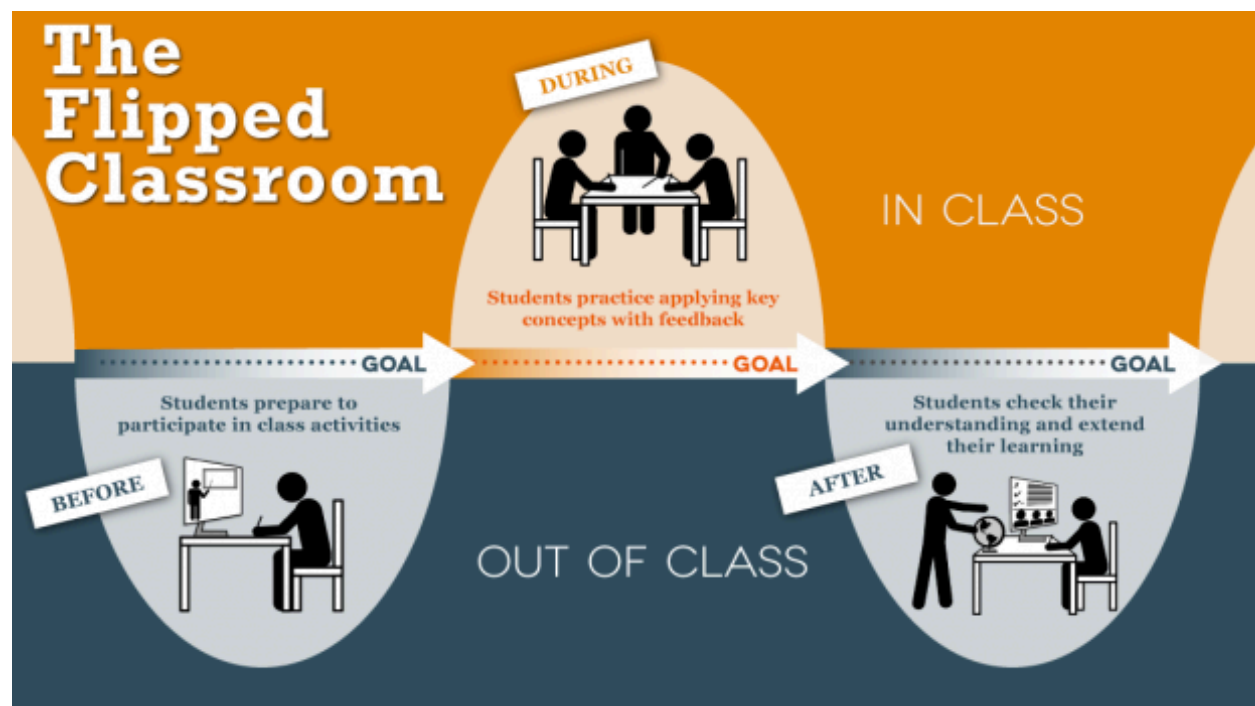
# The Flipped Classroom: Increasing class productivity through flipped learning

PD by Bethany Gately

Timed Agenda:

\*estimated\*

Time	Activity
1:35-1:40	Teachers arrive, fill out Entry Ticket
1:40-1:50	Review "Flipped Learning Basics" -Entry Ticket share out -Read handout -Watch video: <a href="https://www.youtube.com/watch?v=iQWvc6qhTds">https://www.youtube.com/watch?v=iQWvc6qhTds</a>
1:50-1:55	Review "Requirements & Steps"
2:00-2:15	Review "Technology Resources" -Information & Demo
2:15-2:25	Mock Lesson & Demo
2:25-2:30	Question/Answer Session
2:30-2:35	Exit Ticket
2:35-2:40	Exit Survey (see Judy's email)



## Flipped Classroom & Flipped Learning Basics

### **What is a flipped classroom?**

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

### **What is flipped learning?**

**Flipped learning** goes beyond the basic lecture/homework reversal and requires a complete restructuring of classroom practices. This often includes, but is not limited to, rearranging the room each day to facilitate varying types group work, allowing student learning to occur at an individual pace through self-guided activities, and having a flexible mindset when it comes to learning timelines and assessments. With this student-centered model, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

### **Benefits of flipped teaching:**

The passive learning that occurs during lecture/note-taking is not one that requires much facilitation. So why do we take up class time asking students to do mindless work? That's not to say it's not important, because there is evidence that shows the physical recording of information helps the brain to internalize it. But by sending this class portion home as homework, class time is freed up for activities that require critical thinking. And not only that, but students are more likely to complete their homework because 1) it is online and 2) there is little confusion that arises from taking notes. This method helps students both increase their homework grade, and build background knowledge before coming into class.

### **Want to learn more?**

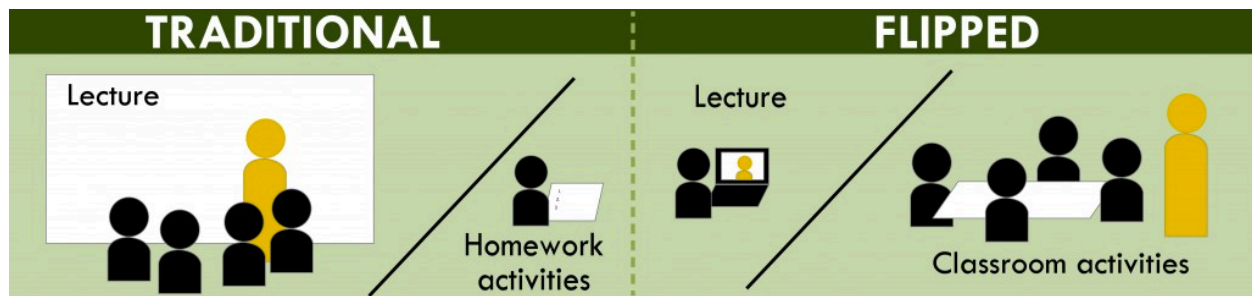
See the links below (Also available on [www.gatelyscience.com](http://www.gatelyscience.com)).

[www.jonbergmann.com](http://www.jonbergmann.com)

[www.flippedinstitute.org](http://www.flippedinstitute.org)

[www.flippedclass.com](http://www.flippedclass.com)

[www.edutopia.org/blog/flipped-learning-lets-talk-tech-jon-bergmann](http://www.edutopia.org/blog/flipped-learning-lets-talk-tech-jon-bergmann)



## Flipped Learning: Requirements & Steps

### **What is required of me as a teacher?**

Flipped learning is not for the faint of heart. The restructuring required to properly implement a flipped learning environment in your classroom requires a lot of time and energy. But you don't have to make the huge leap all at one time, instead you can take incremental steps towards reaching a flipped learning goal.

#### ***Step 1: Flip your lecture and your homework.***

This requires the teacher to film him/herself giving the day's lecture prior to class. Most teachers prepare a PowerPoint and use a screencast method to record their movements on the computer, while a small video of them is playing in the corner. This video must then be posted to a class website, Edmodo, or similar resource so students can access it at home.

#### ***Step 2: Develop meaningful classroom exercises.***

Now that you will not spend time lecturing students, you must figure out what will fill that time. What engaging, rigorous, meaningful activities will students complete to learn material? The beauty of this extra time means there are more opportunities for students to engage in content. Structured, yet self-directed activities are usually recommended.

#### ***Step 3: Keep track of student progress & develop routines.***

Figure out a system in which you can monitor students' homework completion and preparedness for class. One such website is Edpuzzle.com, which comes with an online grade book. Then decide for those students who do not come prepared, what will you do with them? If you have technology in the classroom, one option is to have a separate area where students can complete the video at the beginning of class, but for no homework credit. Then you need a way to catch them up on the in-class activity. Your best bet is to hammer home the importance of completing the homework and make home calls, etc. early on so all students get in a routine.

#### ***Step 4: Analyze your success & adjust practices.***

It's important to keep careful records so you can justify if your methods are working. Are students more engaged in class? Can they better apply content to more complex problems? Have their assessment scores increased? If you find students are still struggling in a particular area, seek out resources and adjust your methods.

#### ***Step 5: Take it to the next level: Flipped Learning.***

After you have the basic principles of a flipped classroom down, you can begin to consider how to move from a "Flipped Classroom" model to "Flipped Learning" model. This usually takes years of trial and error, and there are whole books dedicated to this process. But simply put, you should brainstorm how to fully transform your classroom into a student-centered, self-paced environment where students are their own teachers.

## Technology Resources for a Flipped Classroom

### **Top 5 Recommended by Ms. Gately (though are many more available!):**

1. **ScreenCast-o-matic** → I use this as my screen capture software. It is free to download and easy to use. It simply records what is on your computer screen for up to 15 minutes and saves it as an MP4 file. There is an option to record yourself with a webcam in the corner of the screen, in the entire screen, or not at all.
2. **Edpuzzle** → This is an amazing resource for tracking student progress and keeping students engaged in the video. You can upload your own video (such as the one you recorded with ScreenCast-o-matic) or you can use any youtube video. You can then embed quiz questions that pop up as the student watches the video to track their understanding. It comes with a gradebook so that you can see who watched the video, for how long, at what time of day, and which questions they got right/wrong.
3. **Weebly** → I use this as my website host. I pay to have the premium version so I can have my own domain name and can upload large files, but there is a free version as well that works fine. It is very user friendly and creates a “home base” to house important information. I tell students that if they ever aren’t sure what to do- check the website. It is there go-to source of information, and helps me keep track of what I did with each class each day.
4. **Remind** → I signed up all my kids for Remind, which is a texting software for two-way student-teacher communication, without giving students your real number. Every night around 5pm I remind students that the video is uploaded and to watch it/take notes. They can also ask me questions or let me know when there is a technology issue, so I can fix it before coming to school the next day.
5. **Socrative** → Socrative is an awesome assessment software where teachers can create online quizzes and monitor student progress. It has plenty of in-class applications as well, but that would require students to use their cell phone. I use it to help students study for a test, by posting a practice test online and having them complete it the night before. I can see which students completed the test and which questions they got right/wrong, so I can address any issues the next day in class.

### **Ms. Gately’s daily afterschool routine:**

1. Create a powerpoint with material I want students to learn for class the next day. I put a \*star\* next to any bullets I want students to write in their journal.
2. Use ScreenCast-o-matic to record myself and my computer screen as I give the lecture. I usually end with a video clip that is between 5 and 10 minutes long.
3. Upload the video file to Edpuzzle and embed quiz questions to track if students understand the material. I also upload the video to my youtube channel so students can still access the video even if Edpuzzle is not working.
4. Update my website with Edpuzzle video title, daily agenda with associated downloadable worksheets, and link to youtube video of lecture notes.
5. Text all students when video has been uploaded to remind them to complete their homework.
6. Occasionally: Create a Socrative assessment & link to website to help kids study.

## Additional Information & Tips

### **Other Resources for Video Creation:**

I have little or no experience with these, but flipped learning websites suggest them.

1. **Quizlet**— Create flashcards/quizzes for student. Paid version allows you to monitor student progress
2. **Edmodo**— Facebook for school. Allows teachers to put class info/links on their “wall” and students can access it from home
3. **Camtasia**— Screen capture software
4. **Snagit**— Screen capture software
5. **Knowmia**— Tablet software for screen capture

### **In-Class Resources:**

Now that you have more time in class, here are some useful websites for class activities.

1. **Problem-attic** – A huge database with standardized test questions for every subject and unit. Can use to create tests full of MCAS questions that students can complete in class & discuss with peers/teacher.
2. **Air Scanner**- Free app allows teacher to project from their phone camera so the class can view student work to facilitate discussion.

### **Helpful Hints:**

I’ve learned a few things along the way and want to share them so you don’t have to make the same mistakes I did!

1. Don’t allow your students to make their own accounts for any of the websites, especially Edpuzzle. Create student accounts for them, maintain a spreadsheet with simple username/password (ex. first letter first time + last name + room number), and provide them with their sign-in information.
2. When you record PowerPoint videos, don’t record the date! You want to be able to re-use videos over and over again, so don’t make them so specific such that they need to be re-made later.
3. Edpuzzle becomes faulty when you upload videos that are very large. It seems to work fine with YouTube videos, but self-made videos sometimes cause problems. I mediate this issue by uploading my recorded video to YouTube and providing the link to students, just in case Edpuzzle is not working on their phone one day.

**Final thoughts:** Though I’ve only just begun this process, I’ve already seen positive results. My homework completion rate has grown from around 25% to 75% daily. Students are better able to explain concepts in class and need fewer re-directions. Test scores have improved from a 50% average to a 70% average. My students seem happy. So am I. 😊

Date: \_\_\_\_\_

Initials: \_\_\_\_\_

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**ENTRY TICKET**

1. What is your current understanding of a “flipped classroom” or “flipped learning?” Even if you have never heard of it, what do you think it means?
  
  
  
  
  
  
  
  
  
  
2. What technology resources (physical or online) do you currently use either in your classroom or for your students to access at home?

Date: \_\_\_\_\_

Initials: \_\_\_\_\_

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**EXIT TICKET**

1. After this session, NOW what is your understanding a “flipped classroom” or “flipped learning?” Has it changed from an hour ago? Why or why not?
  
  
  
  
  
  
  
  
  
  
2. Are there any technology resources you heard about today that you can see yourself using in your own classroom? Which ones? Is there anything else you would like to learn more about, regards to technology or otherwise?

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**Workshop Sign-In**

Date:

Teacher Name	Teacher Email