DON'T FLIP OUT – FLIP YOUR CLASS

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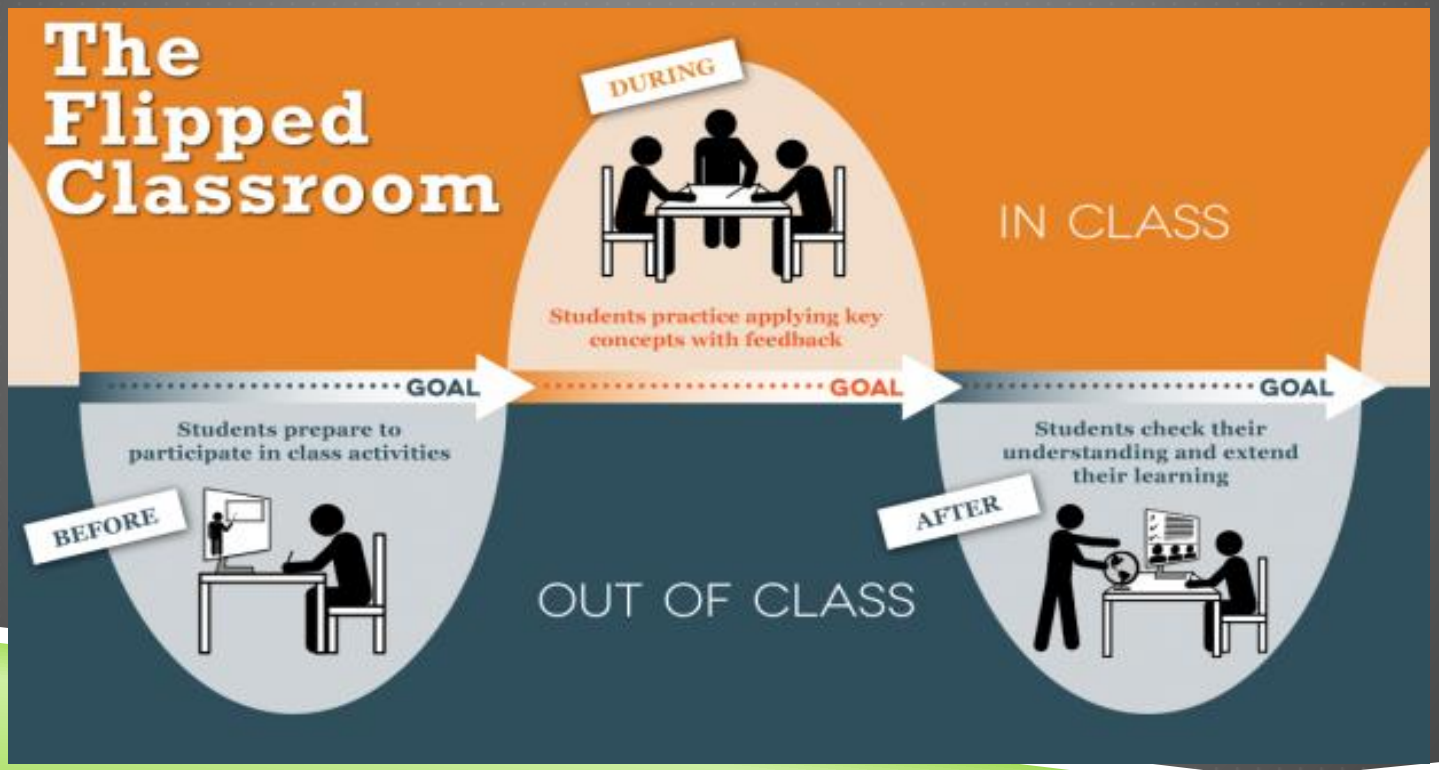
OUR EMPHASIS FOR THE DAY

- Defining the Flipped Classroom
- History of the Flipped Classroom
- Getting started with Flipping
- The Concerns of "Flipping"

WHAT IS A FLIPPED CLASSROOM?

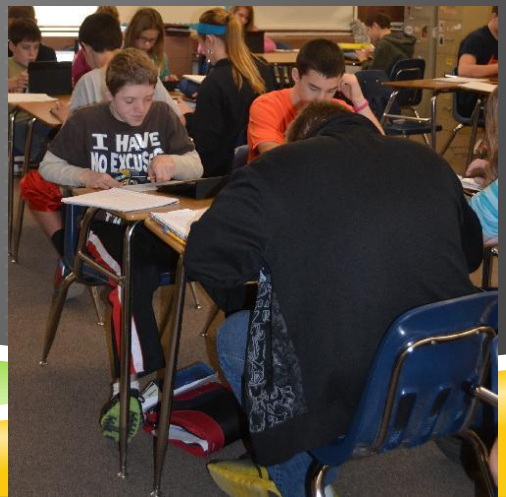
- A pedagogical model in which the typical lecture and homework elements of a course are reversed



https://ctl.utexas.edu/teaching/flipping-a-class

FLIPPED CLASSROOM, CONT.

- Short lectures recorded by instructor and viewed by student at home
- In-class time devoted to exercises, projects, or discussions
- Class time becomes a workshop where students can test skills, question lecture content and interact with one another

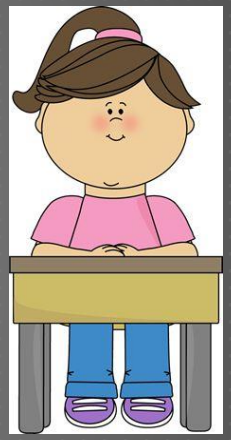


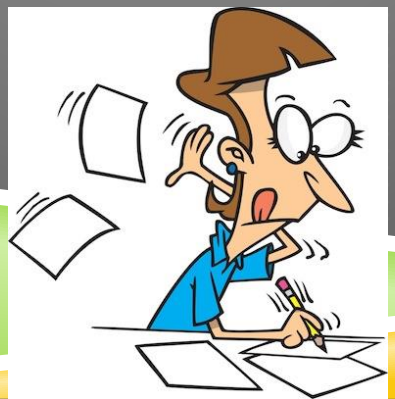
BLOOM'S TAXONOMY AND FLIPPING

- Students are doing lower levels of cognitive work outside of class and focusing on higher forms of cognitive work in class through problem-solving, discussions and/or debate.

IS FLIPPING REALLY ALL THAT NEW?

- ***The Old Model – Before the Flip***
  - <u>BEFORE CLASS</u>
  - Students read over materials
  - <u>DURING CLASS</u>
  - Students listen to a lecture
  - <u>AFTER CLASS</u>
  - Students attempt the homework





A NEW APPROACH TO AN OLD IDEA

- **<u>THE NEW MODEL – After the Flip</u>**

  - <u>BEFORE THE CLASS</u>
    - Students complete interactive learning module.
  - <u>DURING THE CLASS</u>
    - Student practice applying key concepts with feedback.
  - <u>AFTER CLASS</u>
    - Students check understanding and extend learning to more complex tasks.

IT'S ALL ABOUT THE F.L.I.P.

- **F**ocusing on your
- **L**earners by
- **I**nvolving them in the
- **P**rocess

Flipped Classrooms are student-centered learning environments that incorporate active learning strategies.

REACHING OUT TO TODAY'S LEARNERS

- **Veterans** (born 1925-1945) grew up in times of economic hardship
- **Baby Boomers (**born 1946-64) are members of a large generation who grew up in economic prosperity
- **Generation X** (born 1965-1979) grew up in very different circumstances
- **Generation Y** (also known as Millenials) (born 1980-1995)
- **Generation Z** (born 1996 onwards)

- http://www.learningsolutionsmag.com/articles/80/understanding-todays-learner

TODAY'S NATIVE LEARNERS

- "Native speakers" of the digital language of computers, video games, and the Internet. They:
- Prefer hyperlinked information coming from many sources.
- Think of themselves as skilled multi-taskers
- Are highly visual learners
- Are experiential learners who learn by discovery rather than being "told."
- Have short attention spans, so prefer bite-sited chunks of content

MORE ABOUT NATIVE LEARNERS

- They are very social, and love to share with others
- They are happy to take on different roles in their learning
- They prefer access to relevant information they can apply immediately.
- They are used to instant gratification.
- **They are independent learners.**
- They prefer to construct their own learning

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HOW DOES FLIPPING HELP THESE LEARNERS?

- Flipped classrooms are a dynamic learning environment
- Flipping shifts the energy away from the instructor and toward the student
- Flipped classrooms are student-centered and incorporate active learning strategies
- Students engage in higher-level discussion with peers and instructor
- Students are working together and solving problems

THINK, PAIR, SHARE

- **Find someone from a different state than you reside in and discuss the following question:**
  - Do you think you are ready to "flip"? Can you forget being the 'sage on the stage" and become the "guide on the side"? Why or why not?

Find someone else who teaches at your level and discuss the following questions:

- Do you feel that your students are ready for the "flip"?
- How can you apply this to all grade levels, K-12?
- Can you list one unit to which you could apply this concept?

THE 4 "C" OF THE 21ST CENTURY LEARNER

- **C**ritical thinking - *skillfully analyzing, assessing, and reconstructing one's thinking patterns*
- **C**ommunication – *You are teaching, but are you communicating?*
- **C**ollaboration – *Teaching students to solve problems and not just acquire knowledge*
- **C**reativity – *Question, Brainstorm, Synthesize*

- http://www.edutopia.org/blog/you-can-teach-assess-creativity-andrew-miller
- **http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/411**

THE KEY ELEMENTS TO A SUCCESSFUL FLIP!

HTTP://CFT.VANDERBILT.EDU/GUIDES-SUB-PAGES/FLIPPING-THE-CLASSROOM/

- 1. Provide an opportunity to gain first exposure prior to class
  - Simple textbook reading
  - Lecture videos
  - Poscasts
  - Screencasts on own YouTube channel
  - Pre-class exposure does not have to be high tech

THE KEY ELEMENTS TO A SUCCESSFUL FLIP, CONT.

- 2. Provide an incentive for preparation
- Complete a task and associate with points
- Assignments can vary – online quizzes, worksheets, short writing assignments
- Consider grading for completion - class activities can provide the accuracy

THE KEY ELEMENTS TO A SUCCESSFUL FLIP, CONT.

- 3. Provide a mechanism to assess student understanding
- Practice J-I-T-T (Just in Time Teaching) – Focus on elements which students are struggling
- Pre-class work can help students focus on areas with which they are struggling
- Collaboration reinforces learning
- Consider clickers or apps that record personal responses (Socrates and Nearpod apps)

THE KEY ELEMENTS TO A SUCCESSFUL FLIP, CONT.

- 4. Provide in-class activities that foster higher level cognitive activities
- Knowledge gained outside of class can be used to promote deeper learning
- Class time should be spent in debates, data analysis, or synthesis activities.
- Help students acquire the skill to use their new knowledge

WEB SITES AND APPS TO CONSIDER

- Nearpod
- Socrative
- Edmodo
- www.todaysmeet.com
- www.edpuzzle.com

APPLICATION OF CONCEPTS

- Round Robin
- Each person at your table states one lesson idea that they feel they could "flip".
- Each person state idea on creating first exposure and incentives
- Each person state a way to assess student understanding

THE BRAIN AND FLIPPING

- The material presented outside the classroom "fires" the students neurons.
- Activities in the classroom should "wire" their neurons, the process that leads to learning.

CONCERNS OVER FLIPPING

- Can your students be independent self-directed learners?
- Are flipped classes appropriate for everyone? Elementary? Middle School? HS? College?
- Is it good/appropriate for all courses and content?
- How much time/effort does it take to "flip"?
- How do I start?

RESOURCES

- https://ctl.utexas.edu/teaching/flipping-a-class
- http://www.learningsolutionsmag.com/articles/80/understanding-todays-learner
- http://www.learningsolutionsmag.com/articles/80/understanding-todays-learner
- http://www.edutopia.org/blog/you-can-teach-assess-creativity-andrew-miller
- **http://www.criticalthinking.org/pages/our-concept-of-critical-thinking/411**

RESOURCES CONT.

- http://www.facultyfocus.com/articles/teaching-professor-blog/flipped-courses-concerns-rush-flip/
- http://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom
- http://www.facultyfocus.com/articles/instructional-design/expanidng-definition-flipped-learning-environment

QUESTIONS?

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