

You can be a good teacher and never use technology, and technology won't turn a bad teacher into a good one. However, a good teacher, who uses technology well, can make great things happen!

-Rushton Hurley-

# THE FLIPPED CLASSROOM

**2016 – 2017**

**Secondary ELA  
Growth & Learning  
Conference**

# DO YOU FIND YOURSELF THINKING OF THESE SAME THINGS?

If you sometimes question the process of teaching - the pedagogy - within your own classroom, and the fact that your classroom doesn't really look that much different than a classroom in the 1880's, then maybe you are open to 'flipping' your classroom?!

- ❖ Do I care more about my students' success than they do?
- ❖ Is anyone hearing me out there?
- ❖ There must be a better way?!
- ❖ How can I get my students to actually DO their homework?
- ❖ How can I get my students to not just 'do' their homework, but actually understand it?
- ❖ I'm tired of 'spoon-feeding' my students, how do I get them to take ownership of their own learning?

# WHERE IT STARTED FOR ME:

- ❑ Students **learning at different paces** (slow, medium, fast)
- ❑ Students **missing important pieces** of information from class, even though they were "present"
- ❑ Students being **absent** (due to illness, sports, or frequently absent)
- ❑ Students **not completing homework** fully or correctly at home, because they "forgot" how to do it from class or couldn't remember what they were supposed to do
- ❑ **Prevent copying and increase student understanding**
- ❑ Allow more time for **student-centered learning** during the class-time

# THE SIMPLE TRUTH:

I consider myself a decent lecturer. I use PowerPoint, try to be funny, Kahoot, and lots of CFUs. Still, I sometimes look around the room, when I am trying to explain something to my students, and can't help but think that there must be a better use of our time in class together.

**Most students don't need us there by their side when they are taking notes. They need someone to help them with the application.**

Let me give you what I call "The Perfect Storm" for flipping the classroom.

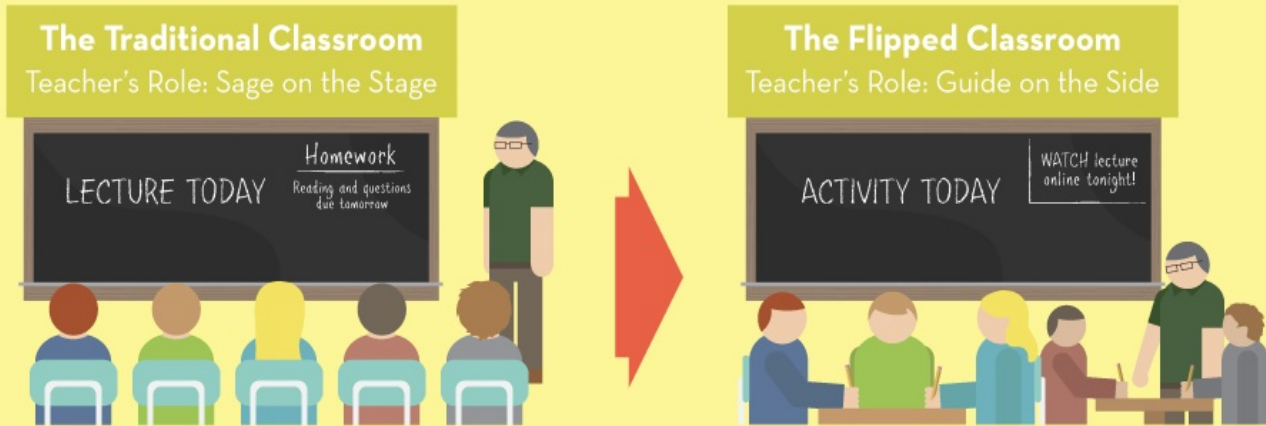


# WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts the traditional teaching methods. It allows facilitators to deliver instruction online outside of class and moving “homework” into the classroom. This allows class time to be devoted more to exercises, projects, and discussions.



## THE INVERSION



## WHAT A FLIPPED CLASSROOM MODEL DOES



- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.
- Concept engagement takes place in the classroom with the help of the instructor.

# THE TRADITIONAL CLASSROOM VS THE FLIPPED CLASSROOM

What is the  
difference?

# BENEFITS OF THE FLIPPED MODEL:

- ❖ The responsibility for learning is flipped from the teacher's hands to the student's hands
- ❖ Face-to-face time flipped from teacher-focused to student-focused
- ❖ Focus on class time flipped from lower-order thinking to higher-order thinking
  - Low-level Blooms = outside of class via video, podcast, article, website, etc.
  - High-level Blooms = during class with teacher & peer discussions and support



# TEACH FOR TOMORROW: FLIPPED CLASS VIDEO





# THE FLIPPED CLASSROOM

## -IS NOT-

- Just online videos
- About replacing teachers with videos
- An online class
- Students working without structure
- Students working in isolation
- Students spending the entire class online

## -IS-

- A means to increase teacher contact time
- An environment that increases student responsibility
- Blending of direct instruction and constructivist learning
- A class where all students are engaged
- A class where absent students won't fall behind
- A class where all students are engaged in their learning

**MOST PEOPLE  
CONSIDER  
THIS TO BE THE  
DEFINITION OF  
'FLIPPING':**

At home



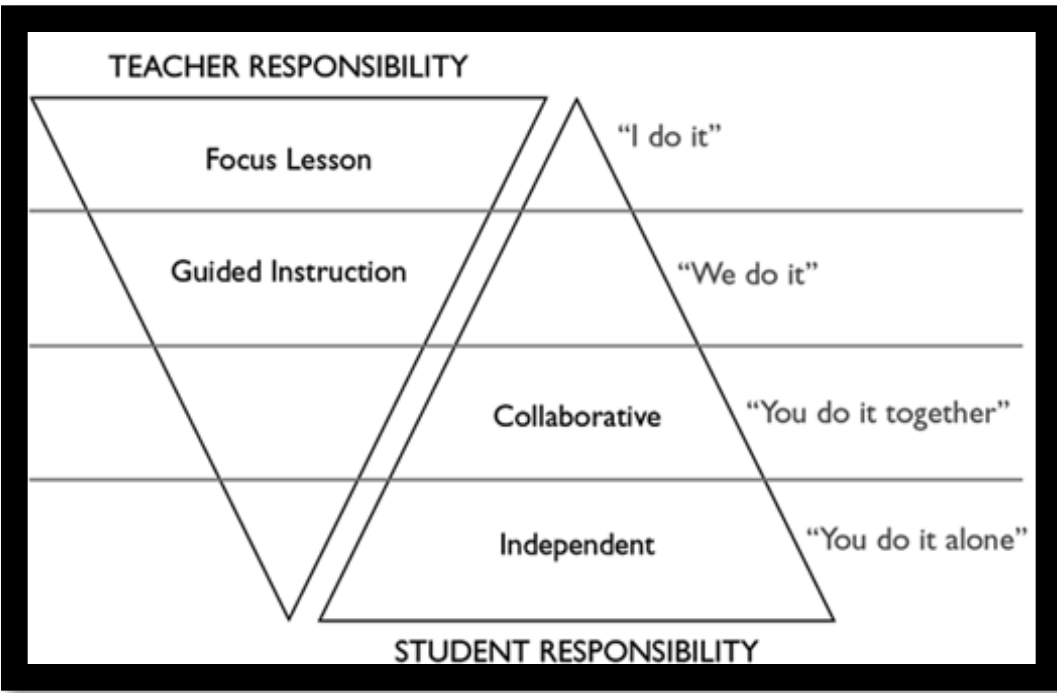
In class



Students watch videos or screencasts from instructor to get oriented to content



Instructor works with students on hands-on and face-to-face work  
"Guide on the Side"

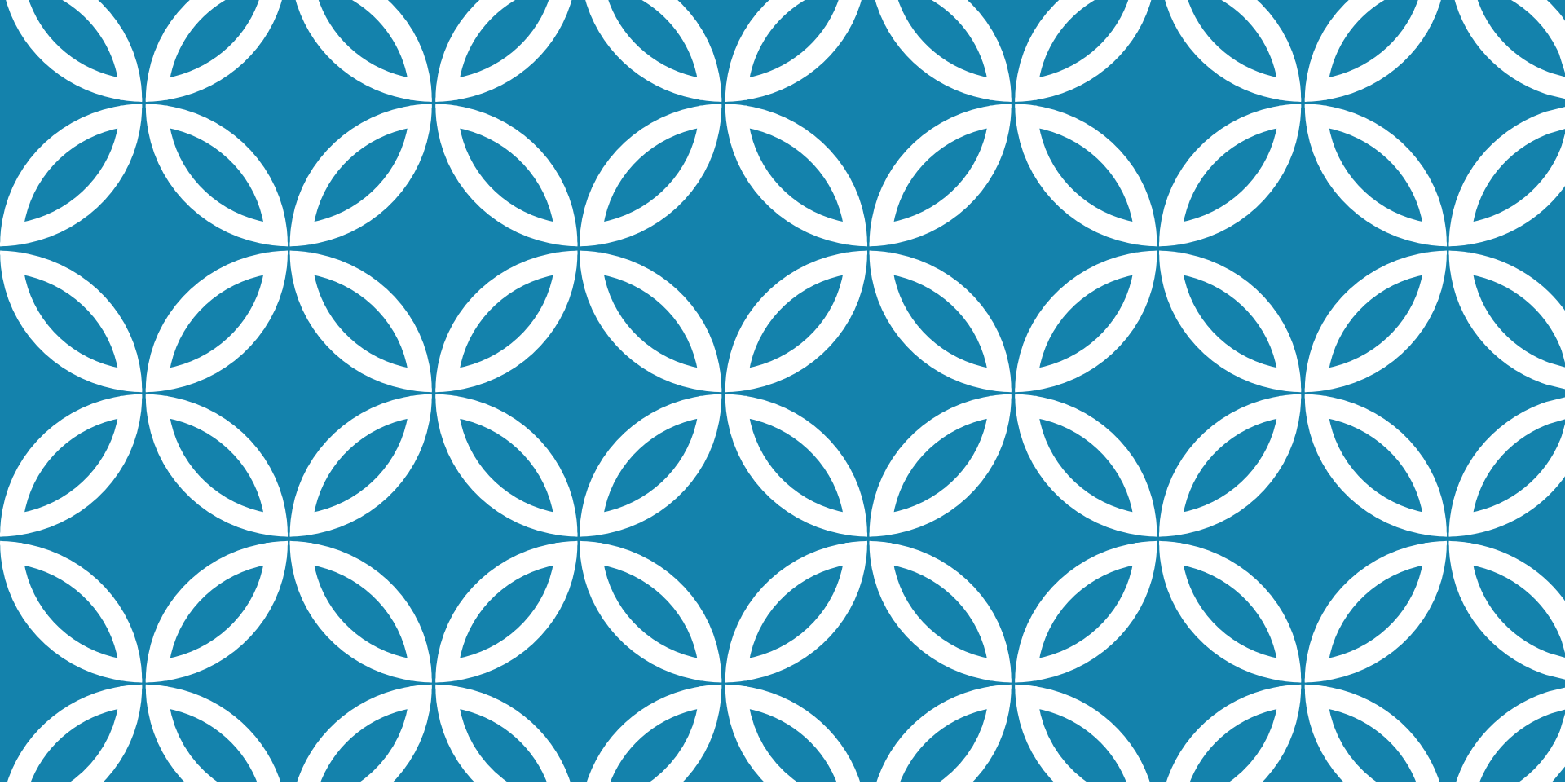


**WHEN  
FLIPPING IS  
ACTUALLY  
THIS!**



# BECAUSE I FLIPPED MY ROOM, I CAN...

- ❖ **Personalize learning:** Work with individuals or small groups every day in my class!
- ❖ **Support students:** Students who might not have technology or parents at home to help them outside of school now have teachers guiding them in class!
- ❖ **Review and Remediation:** Revisit concepts my students don't understand in a more personalized environment, and catch the need to review before a district assessment!
- ❖ **Class environment:** Create a dynamic, engaging, and interactive classroom focused on student-to-student interactions!

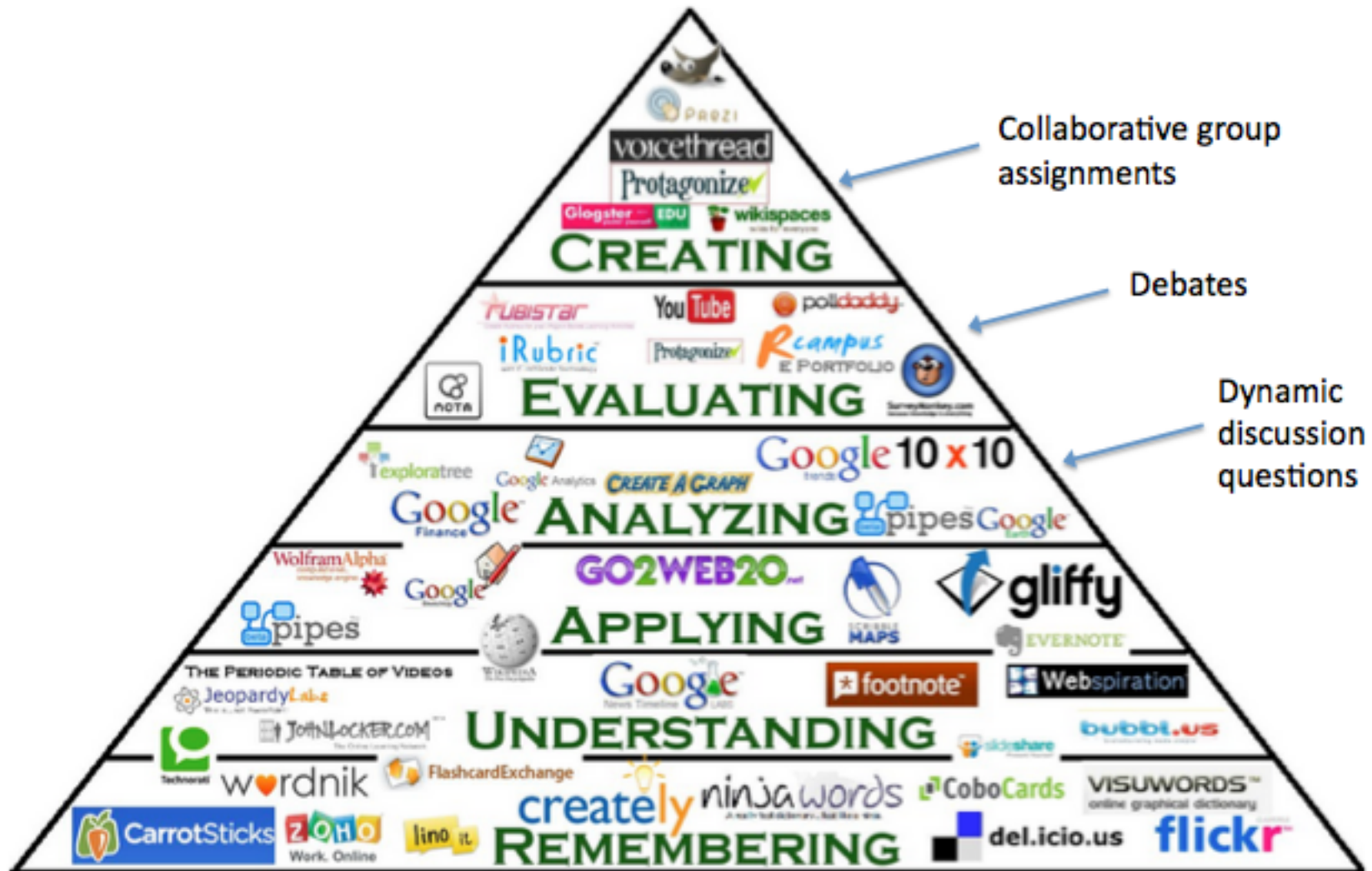


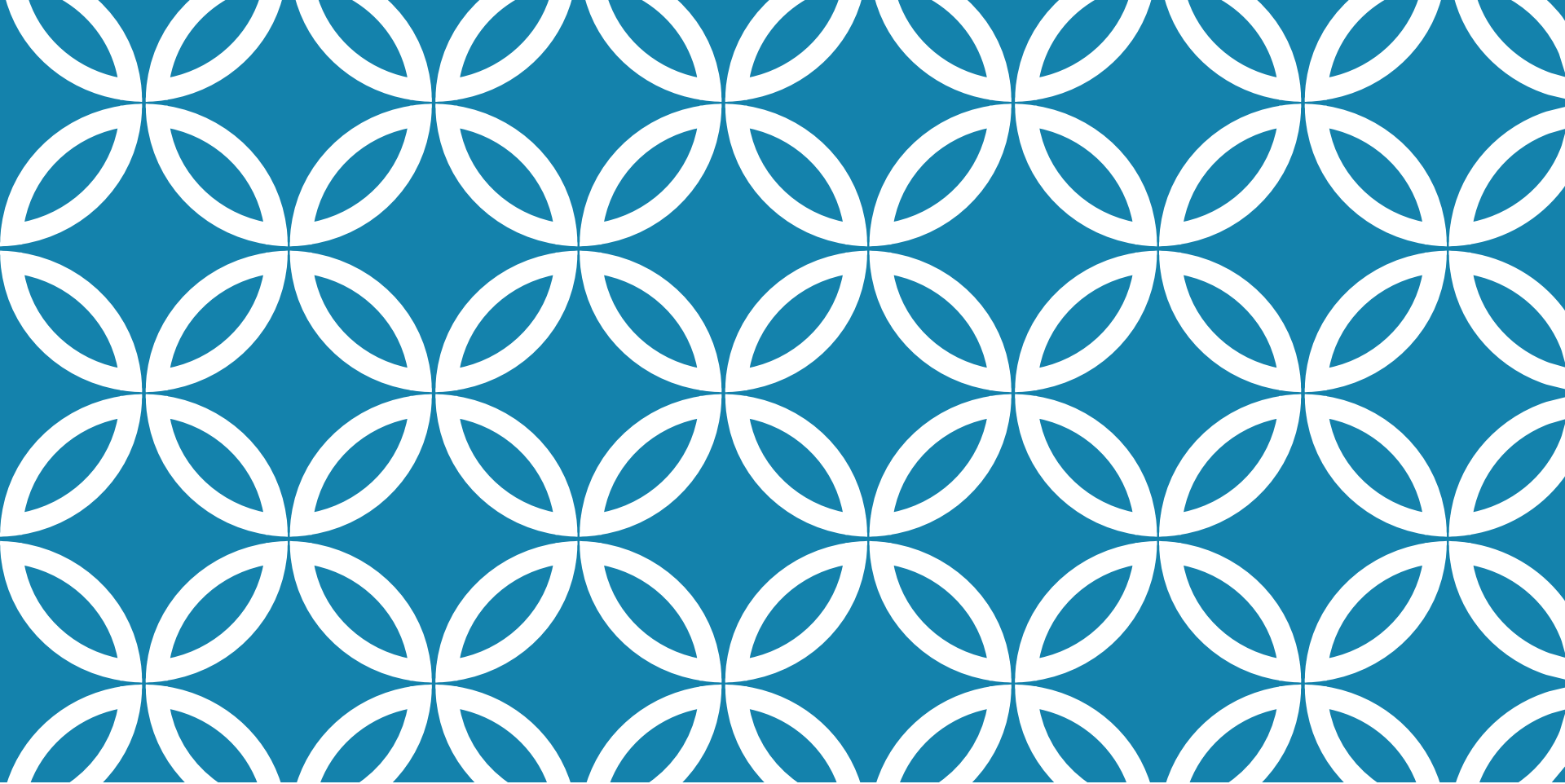
**BUT A FLIPPED CLASSROOM IS  
REALLY ABOUT WHAT IT ENABLES  
MY STUDENTS TO DO!**

Flipping helps students succeed!

# A FLIPPED ROOM ENABLES STUDENTS TO...

- ❖ Students can pause, rewind, and re-watch lessons, truly **learning at their own pace**
- ❖ Students **have access to the content** for their class anytime, anywhere, and on any device
- ❖ Students can **receive instant feedback** and the teachers can **spend more time** helping students and explaining more difficult concepts
- ❖ Using technology to **give students control of their interactions** has a positive effect
- ❖ Excellent video lectures are **freely/easily available**
- ❖ **Time for hands-on learning** and creative projects





# WAYS TO FLIP YOUR OWN CLASS!

How do you make the move to flip your own classroom?!?

# Four Types of Flipped Instruction:

<u>LESSON</u>	<u>TRADITIONAL FLIP</u>	<u>INQUIRY MODEL</u>	<u>EXPLORE-FLIP-APPLY (EFA)</u>
GRAMMAR	<p><b>HOME:</b> Video instruction on run-on sentences and fragments</p> <p><b>Class:</b> Practice</p>	<p><b>Inquiry:</b> Collab on a sample to identify rules</p> <p><b>Practice:</b> Edit/revise own work or create original worksheet</p>	<p><b>Explore:</b> Collab and establish rules</p> <p><b>Flip:</b> Reinforce rules</p> <p><b>Apply:</b> Edit/revise</p>
POETRY	<p><b>Home:</b> What exactly is a rhyme?</p> <p><b>Class:</b> Apply in assignment/practice</p>	<p><b>Inquiry:</b> List words that rhyme- Look up rules-Grade original list</p> <p><b>Practice:</b> Create a poem with authentic rhymes</p>	<p><b>Explore:</b> List words/Look up/Grade</p> <p><b>Flip:</b> Reinforce Rules</p> <p><b>Apply:</b> Create a poem with authentic rhymes</p>
ESSAYS	<p><b>Home:</b> Video of introductory paragraphs</p> <p><b>Class:</b> Practice</p>	<p><b>Inquiry:</b> Analyze sample intros and critique</p> <p><b>Practice:</b> Attempt to emulate</p>	<p><b>Explore:</b> Analyze samples</p> <p><b>Flip:</b> Reinforcement or teacher expectations of upcoming assignment</p> <p><b>Apply:</b> Practice</p>
LITERATURE	<p><b>Home:</b> Video of pages/lecture</p> <p><b>Class:</b> Read and discuss</p>	<p><b>Inquiry:</b> Theme exploration</p> <p><b>Practice:</b> Find evidence of theme in reading</p>	<p><b>Explore:</b> Theme exploration</p> <p><b>Flip:</b> Reinforce important elements of theme</p> <p><b>Apply:</b> Discuss theme from reading</p>

Wait! That's only three!



# ULTIMATE GOAL: FLIPPING FOR MASTERY

Mastery Learning enables students to take responsibility for their own learning. Mastery Learning allows students to work at their own pace through the curriculum. Students conduct experiments, watch podcasts, work on assignments, interact with the class learning management site, have one-on-one discussions with their teacher, and get tutored by their peers and cadet teachers.

When they complete a unit they must demonstrate that they have learned the content by taking an exit assessment that includes both a project and an exam. If students score less than 85% on these exit assessments, they must go back and re-learn those concepts they missed and retake the exam. Grades are now determined by how much content they have mastered.

# THE KEYS TO A SUCCESSFUL FLIP:

1. Consistency
2. Lesson Quality & Planning
3. Change it up!
4. Production Quality
5. Flexibility
6. Communicate: Tell Parents & Students!



## FOR A SUCCESSFUL FLIP: YOU MUST MAKE A DECISION FROM THE BEGINNING AND STICK TO IT!



**FIRST:** Choose a platform for your flip. Students need **ONE** place they know to go to access your material.

I use my teacher website, which is done through Weebly.com, because I have complete control of what is posted and linked to it. It also goes with me anywhere, any grade.

**OTHER OPTIONS:** Your personal Youtube channel, a blog, Wikispaces, Edmodo or another source of website such as google sites, Wix.com

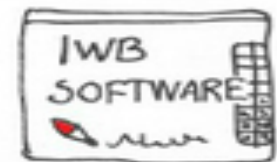
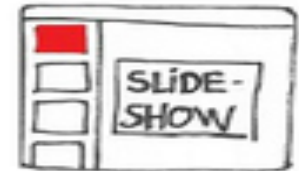
# Creating Your Videos

## THE MECHANICS

1. Record a lecture
2. Create a screencast
3. Use the equipment in your classroom: ELMO projector, Smart board, iPad, etc.
4. Take step by step pictures, give written directions, and video explanations from those who have already recorded a lecture or resource that will help your student learn.

**-You have four basic ways to begin setting up your lessons-**

THE **FLIPPED**  
CLASSROOM



# Find Your Videos!

## THE MECHANICS

1. [Youtube.com](https://www.youtube.com)
2. [History.com](https://www.history.com)
3. [PBS.org](https://www.pbs.org)
4. [NationalGeographic.com](https://www.nationalgeographic.com)
5. [KhanAcademy.org](https://www.khanacademy.org)
6. Ted Talks
7. Your online textbook

**Not everything has to be  
recreated!!! Use what is already  
out there too!**



# COLLABORIZE CLASSROOM LIBRARY

*“The goal of the flipped classroom should be to shift lessons from “consumables” to “produceables.” (Okay, I realize I just made that word up, but I hope my meaning is clear.) Students today must be generators and producers. They must be able to question, problem solve, think outside of the box, and create innovative solutions to be competitive and successful in our rapidly changing global economy.”*  
—Caitlin Tucker

Use this **free** website to get them thinking about the topic or assignment you have selected:

<http://library.collaborizeclassroom.com/>

# GO BEYOND THE VIDEOS!

**Use the flipped model to create a student-centered classroom.**

Focus class time on getting students practicing where there is a subject area expert in the room. Get students actively engaging in the learning process.

## **Do more:**

- labs, experiments, and fieldwork
- creative writing assignments
- collaborative research projects
- acting, dramatic readings, tableaux
- project based learning
- art work
- Reenactments
- Debates
- model construction



**LET'S TRY IT OUT--  
NAVIGATE TO MY WEBSITE!**

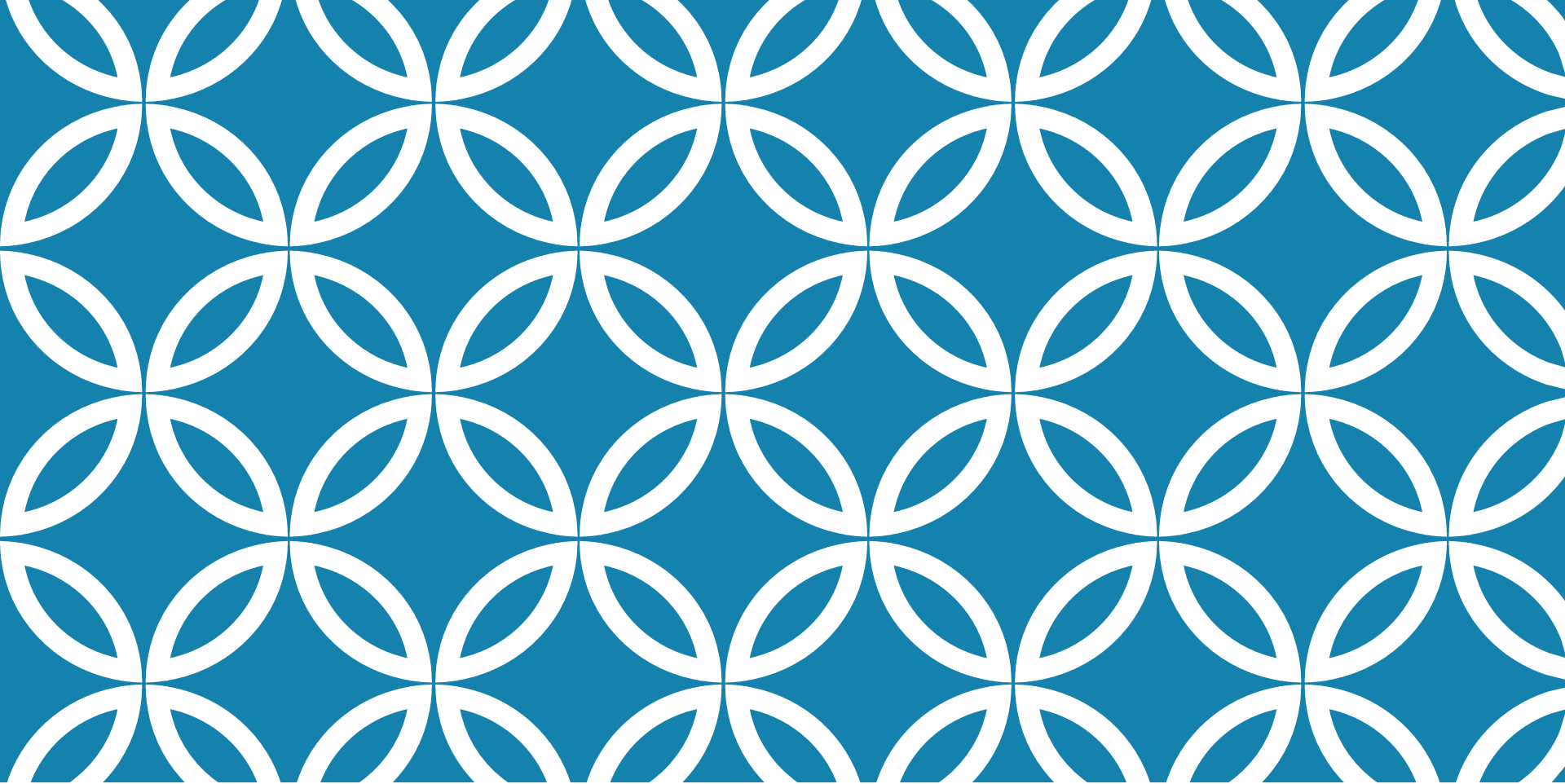
Select the "Help Flipping  
Your Class" tab under the  
drop down menu.

[www.sawyers6thgradeshenanigans.com](http://www.sawyers6thgradeshenanigans.com)



# FLIPPED CFU IDEAS FOR END OF LESSON QUIZZES OR NEXT DAY IN-CLASS FOLLOW-UP:

1. **Misconception Check:** Add a misconception question to your quiz at the end of your lesson about the topic. Students must explain why they agree or disagree with it.
2. **The Minute Paper:** In one minute, explain the most meaningful thing you have learned.
3. **Conference:** Are you co-teaching and using the station model? Set-up a station for student-teacher conferences, and have a discussion between the teacher and student about the lesson.
4. **Top Ten List:** What are the most important takeaways from the lesson, written in humor?
5. **Quiziz:** Have them race each other with a short knowledge check over the content when they get to class.



# ANOTHER QUIZ 'EM IDEA

Another way to quiz them  
on your lesson.

# W-S-Q: WATCH – SUMMARIZE – QUESTION

## ❖ WATCH

- ❖ 5-15 minute video
- ❖ Take notes and copy examples in their student IRWN
- ❖ Pause, rewind, fast forward as needed

## ❖ SUMMARIZE the lesson

- ❖ Open summary – write 5-8+ sentences about the main points of the lesson
- ❖ Guided summary – answer "guiding" questions in complete sentences

## ❖ Ask a QUESTION

- ❖ One they DON'T KNOW and need help answering
- ❖ One they DO KNOW and can challenge their classmates with the next day
- ❖ Students are challenged to ask a "HOT" question and are given question starters

## "QUESTION"

The last part of the WSQ is to ask a "Question" what you read or watched.

Please label your question as a:

1) **CONFUSION** - What is something you would like me to explain or answer during my session that you aren't sure about right now?

or

2) **DISCUSSION** - What is something that you know/understand but would be a good question to explain or answer during my session? After you ask the question, please answer it to the best of your ability

or

3) **EXAMPLE** - Make up your own example problem similar to this concept and solve it verbally.

### **Confusion, Discussion, or Example? \***

Please select whether your question is a confusion or a discussion

- confusion
- discussion
- example

### **Please ask your "Question"**

If you selected "discussion" or "example", you must also give an answer to your question here.

# CONSIDERATION FOR THE ANTI-FLIPPERS

- ❖ Time to Plan
- ❖ “Flavor of the Month”
- ❖ Technology
- ❖ Teachers have to relinquish some control
- ❖ Student Access at Home

# THE WHAT-IFS

## **Your homework pages for the students' IRWN-Do they have to do this outside of class?**

Yes, students get it on Monday and it is usually due on Wednesday. The computer grades the online quiz and I do a quick IRWN check to make sure they built the pages in their Interactive-Reader-Writer-Notebook. This second grade is completion. They love it because it is a free 100% if they just take the notes! I love it, because its two grades each week that takes me ten minutes to grade!

## **What weekly tests do you asses your students?**

I don't test my students formally every week necessarily. I assess them a variety of different ways. Flipping my class gives me more time in class to work with them, so I have a better understanding of what they need and where they are in their learning. I am able to adjust lessons and have more time to recover information. I could even recover it through the flip again if I needed to and thought it would be the best way to hit the information.

## **How do you grade the IRWN?**

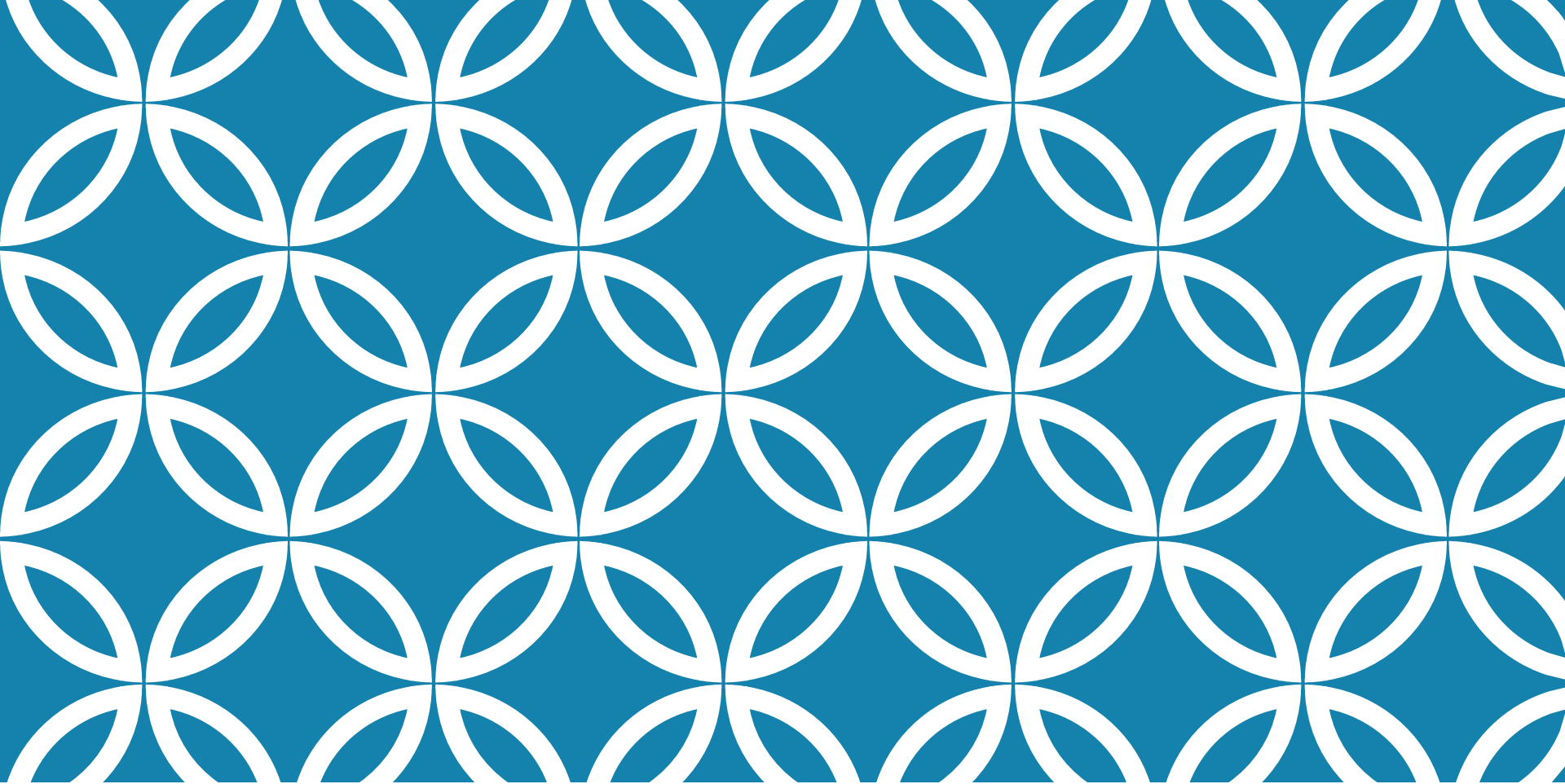
I grade the IRWN as a major grade once each semester for a major grade. They get daily grades for the flip regularly, but we do use it in class occasionally or I have them randomly glue in something we did in class. Therefore, I do follow up on it. I make my students color their IRWN, which they love at first and then end up complaining about, but I feel like they take more pride in it when they don't just have to slop some glue on and throw it in their notebook. I remind them they can color while they watch tv, and they usually stop complaining. At the end of the year though, they have an awesome notebook to take with them to the next grade, and I always have students come back and tell me they still use it!

## **How many pages are in your IRWN?**

This varies year to year. My first year to flip was last year, so it is new to me too. We also went from 90 minute classes to 50 minutes, which is why I chose to flip. Last year, we ended somewhere in the 80s, but next year there will be more. I will always stay within one composition book though.

# THE BOTTOM LINE

- ❖ It is NOT always the right instructional choice, it's only one tool in our “toolbox”, but it can be a **powerful one!**
- ❖ Remember that a flipped classroom is about **increasing 1:1 time** with the students. You do NOT have to fully flip your classroom to see the benefits of the **time-shift in instruction!**
- ❖ Students need to be **transitioned**. This is a change for them, and change is not always easy.
- ❖ Don't look at the Flipped Classroom model as a way to get more material covered. Yes, you will have more time so you could FIT in more topics, but it would be better if you **cover things more in depth!**
- ❖ Flipping can work in any subject area and **any grade level**



**THERE IS NO ONE FLIPPED  
CLASSROOM. TAKE PIECES OF  
EVERYTHING YOU SEE AND MAKE IT  
WORK WITH YOUR STUDENTS IN YOUR  
CLASSROOM.**

IT CAN WORK FOR YOU!