My flipping classroom!

A story about my experience of flipping a classroom

Janet Walke UCOL

Definition of flipped learning

- Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.
- www.flippedlearning.org

What is a flipped classroom?

-

- http://www.youtube.com/watch?v=ojiebVw8O0g

- So what happened in my classroom?

- The four pillars of flip;

- Flexible learning environment – round tables , swivel chairs, whiteboard on 2 walls , interactive whiteboard, chalk pens, 360 teaching practices

- Learning Culture - spend time creating community of learners, expect they will do well and convey this to them, build the environment on relationship based principles (Bishop)

- Intentional Content - be clear about the learning outcomes and where they will get to in timeframes. Celebrate the additional content they will bring to each class
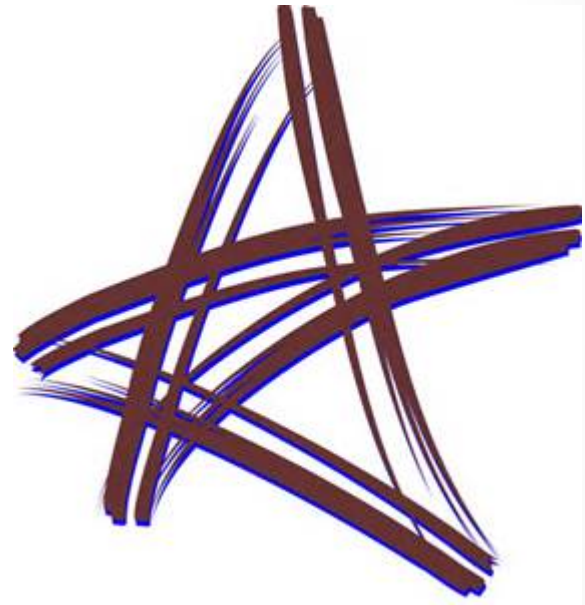
- Professional educator – this is not an easy way of teaching , scaffolding, co-construction and you never know what will crop up next !

Now what?

- My busy classroom is;
- action based
- authentic
- connected and collaborative
- innovative
- has high level thinkers
- engaging
- experience based
- project based
- inquiry based

What others have said about flipping

- "I have recently experimented with the flipped classroom for adult learners and found it very effective. It was also overwhelmingly appreciated because it did free up class time to interact and apply the principles to real life action."

- Dan DeHass (Education next blog)

- "I do disagree with the statement, "This arrangement also doesn't tackle the root causes of the lack of motivation that persists among many low-achieving students." I believe there is a lack of motivation among low-achieving students because too often classroom instruction is never shown to be relevant. The flipped classroom can offer more opportunity for that to happen."

- Michael Horn (Education Next blog)

Summary

- The learners need to be personally connected to the topic. Student engagement is the key to learning. This is more likely to occur through engaging experiential activities.

- Almost all content-related knowledge can be found online through videos, podcasts, and online interactives, and is more often better conveyed through these media than by classroom teachers.

- Learning institutions are no longer the gatekeepers to information. Anyone with connections to the internet has access to high level, credible content.

- Lectures in any form, face-to-face, videos, transcribed, or podcasts, should support learning not drive it nor be central to it.

- Technology should not drive the pedagogy!

- And from Doug Holton, "Lectures do still have a place and can be more effective if given in the right contexts, such as *after* (not before) students have explored something on their own (via a lab experience, simulation, game, field experience, analyzing cases, etc.) and developed their own questions and a 'need to know.'"

- The educator becomes a facilitator and tour guide of learning possibilities – offering these possibilities to the learners and then getting out of the way.

Team based learning

- TBL is a special form of collaborative learning that shifts the goals of the course from knowing content to applying content. Students shift from passive learners to active learners during this process.

TBL structure

- Teacher chooses the groups and gives guidance only when asked.

- Teacher "lays down the breadcrumbs"

- Initial exposure to content on LMS (Moodle)

- Student completes a RAT form (Readiness Assurance Test)

Example of RAT

- **READINESS ASSURANCE PROCESS ('TEST')**

- **1.   Pre-Readings**
- I have completed the pre-readings for the Team-based Learning exercise
- I have not completed the pre readings for the Team-based Learning exercise
- **2.   The most useful thing I learned from the pre-reading was . . . . .**
- **3.   Do I understand the Team-based Learning task?**
- Yes I do   No I don't
- I've talked with others in the team, so now I understand it
- **4.   Has my team set some meeting dates?**
- Yes we have   No not yet   Maybe I should initiate this
- **5.   I think my role within the team might be . . . . .**
- **6.   The strengths I bring to this team are . . . . .**
- **7.   The things I need to improve on to be a great team member are . . . . .**
- **8.   Name five (5) benefits of eLearning in education?**
- **8.   Explain in the assessment context, the importance of SCARV**
- **8.   Write a sentence about each of Bligh's five (5) stages in the life of a group**

- Each time the group meets they complete an ORID form

- Objective question

- Reflective question

- Interpretive question

- Decisional question

Example of ORID form (each one has a different set of questions_

- **ORID 2** – team meeting documentation
- Opening statement to frame today's discussion;
-
- **Objective questions**
- What specific words, phrases or images linger in your mind about the task?
-
- What use is being made of your skills and time?
-
- **Reflective questions**
- What re the high points of this task for your group?

  What are some key events so far?
-
- **Interpretive questions**
- How has this task been beneficial to your group?
-
- How has it met your expectations?
-
- **Decisional questions**
- What is the next step in making certain that you can improve and apply the course content?
-
- What are you saying you want to do differently so that the group works more efficiently?
-
- At which level of Bloom's taxonomy is your group operating?

Teams work independently

- Produce the task outcome
- Complete peer feedback form

Cooperative Learning Skills:	Never	Sometimes	Often	Always
Arrives on time and remains with team during activities				
Demonstrates a good balance of active listening & participation				
Asks useful or probing questions				
Shares information and personal understanding				
Self-Directed Learning:	Never	Sometimes	Often	Always
Is well prepared for team activities				
Shows appropriate depth of knowledge				
Identifies limits of personal knowledge				
Is clear when explaining things to others				
Interpersonal Skills:	Never	Sometimes	Often	Always
Gives useful feedback to others				
Accepts useful feedback from others				
Is able to listen and understand what others are saying				
Shows respect for the opinions and feelings of others				

Some comments from my students

- " Team learning was a good idea"

- "Team organisation hard because of very full commitments of team members."

- " Good to learn from each other"

- "I will use ORID form with my class now"

- "Learnt new knowledge throughout the whole process – about topic, myself and others!"

- "I actually really enjoyed the TBL task. We had a variation of knowledge and skill from our members so it was great to deal with and learn both negatives and positives from them all."

- "We all worked well together and came together to produce an effective, interactive lesson"

- "I learned more about how to guide without inadvertently giving offence"