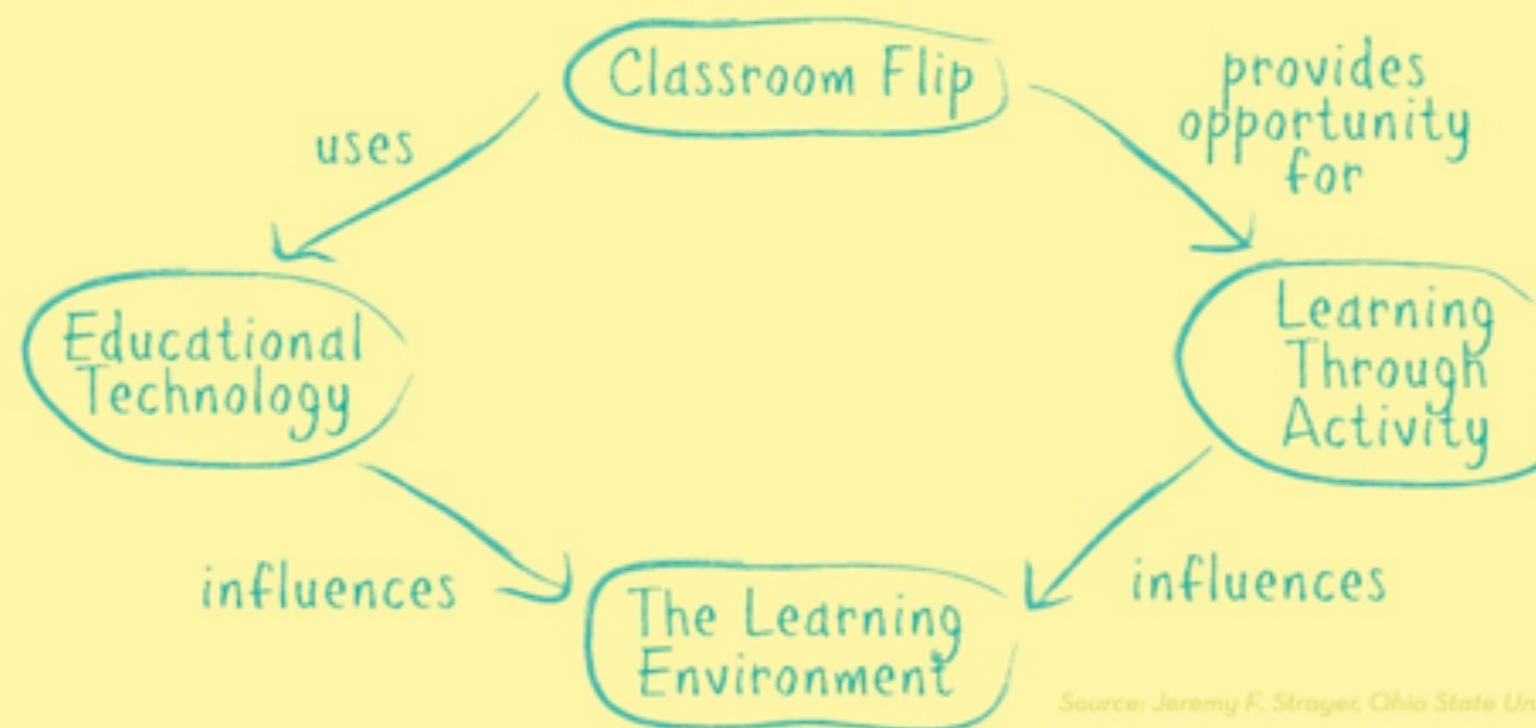


What is all the buzz about?

A THEORETICAL FRAMEWORK

Educational technology and activity learning are two key components of the flipped classroom model. They both influence student learning environments in fundamental ways.



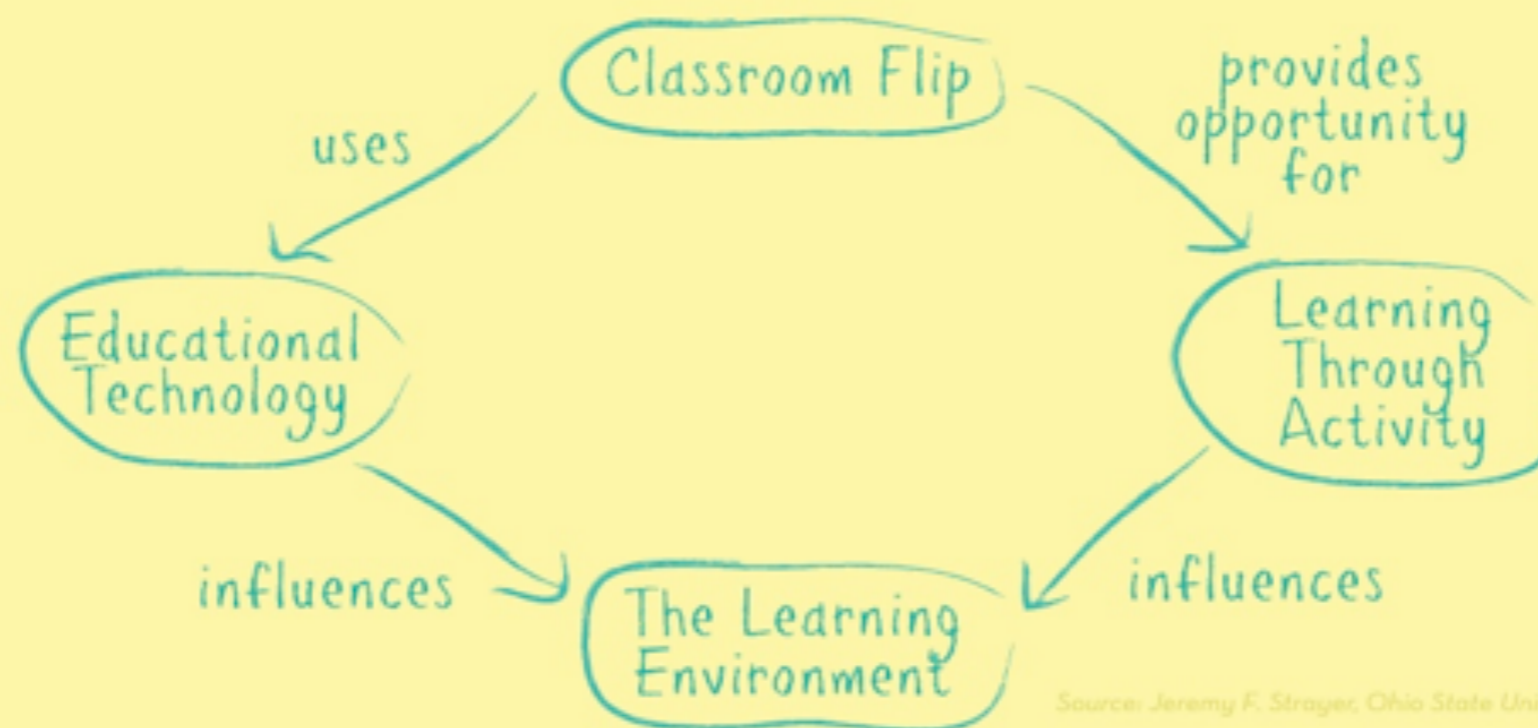
Source: Jeremy F. Strayer, Ohio State University

The Flipped Classroom:

What is all the buzz about?

A THEORETICAL FRAMEWORK

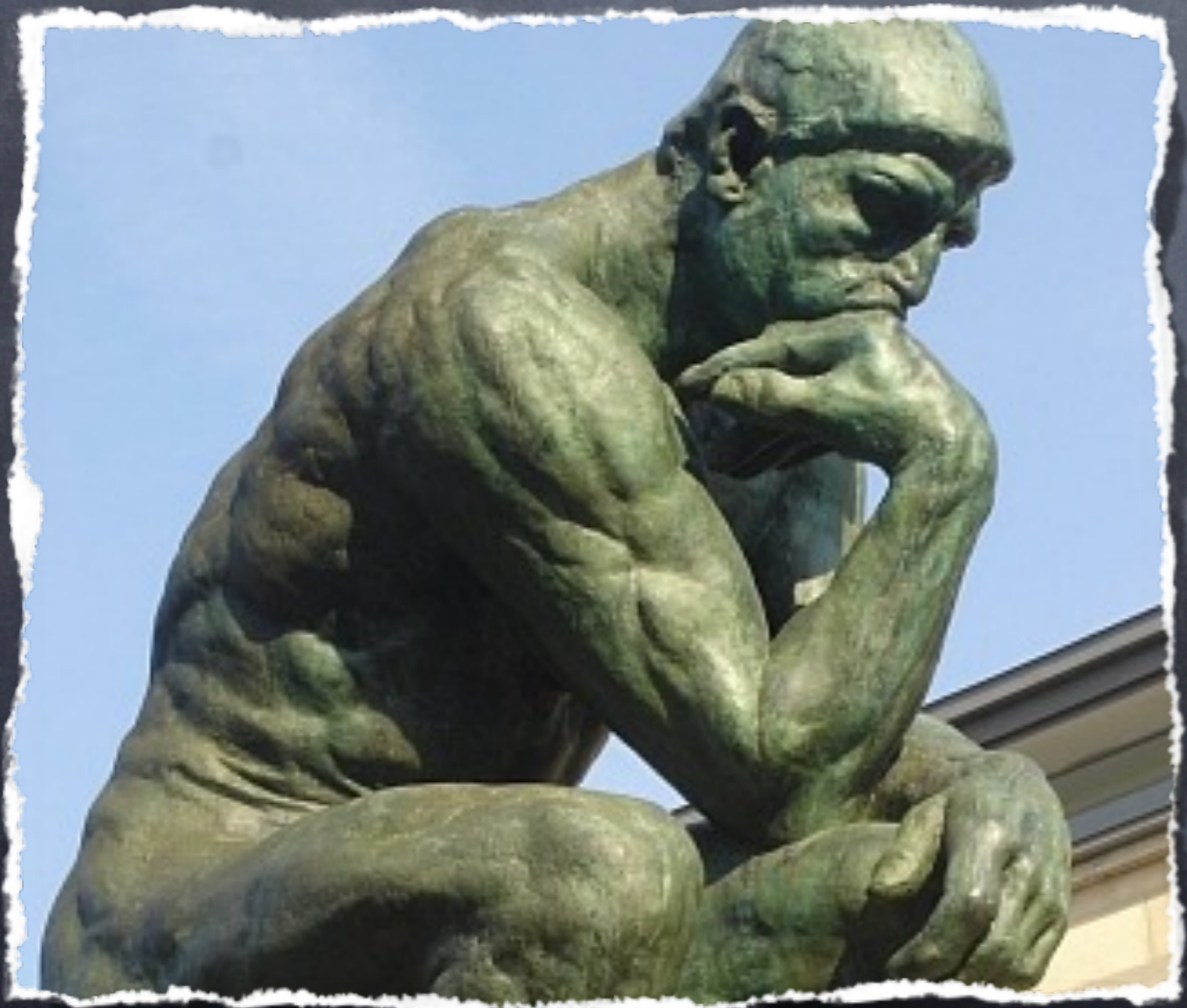
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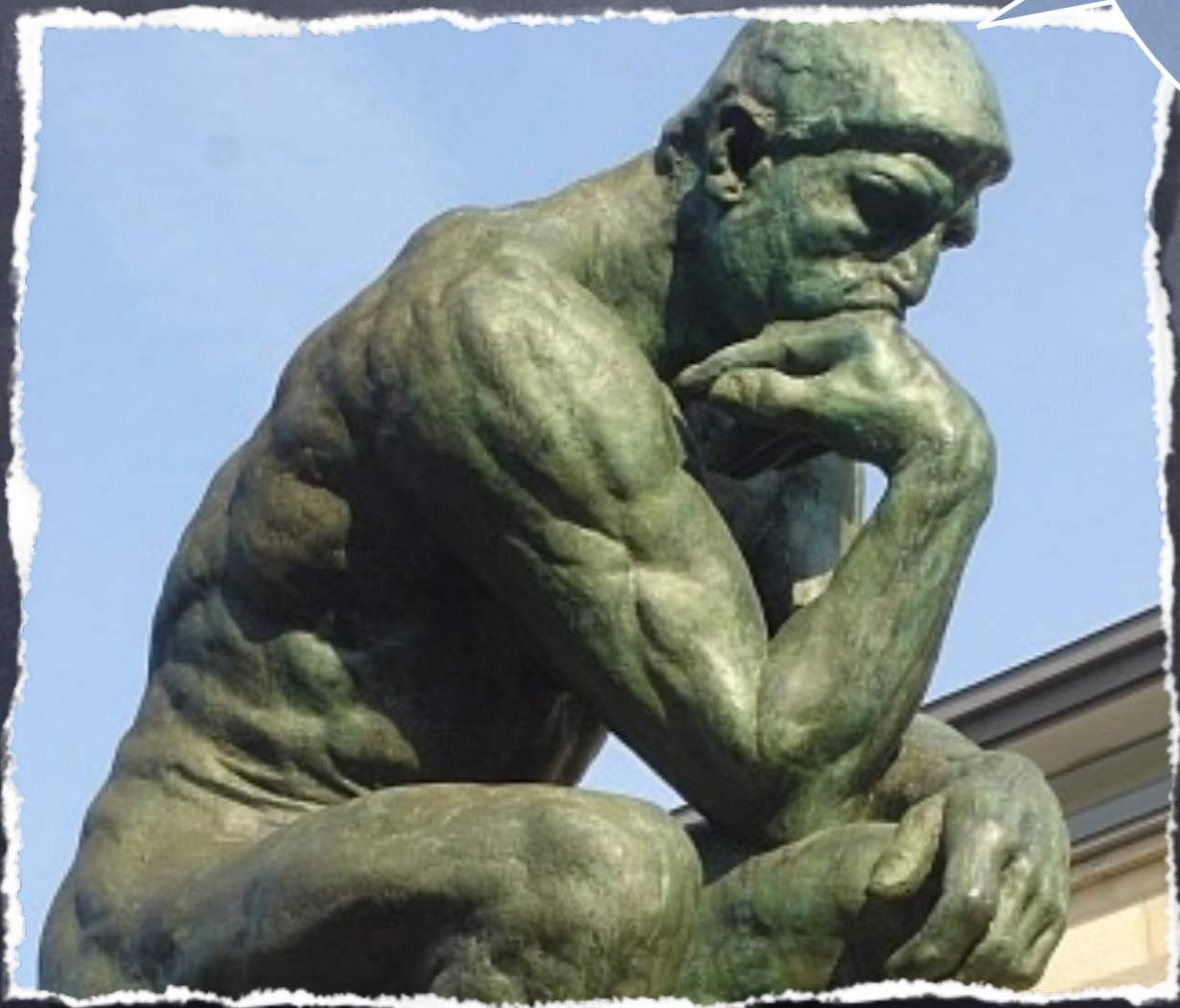
Why do students
seem less
engaged?

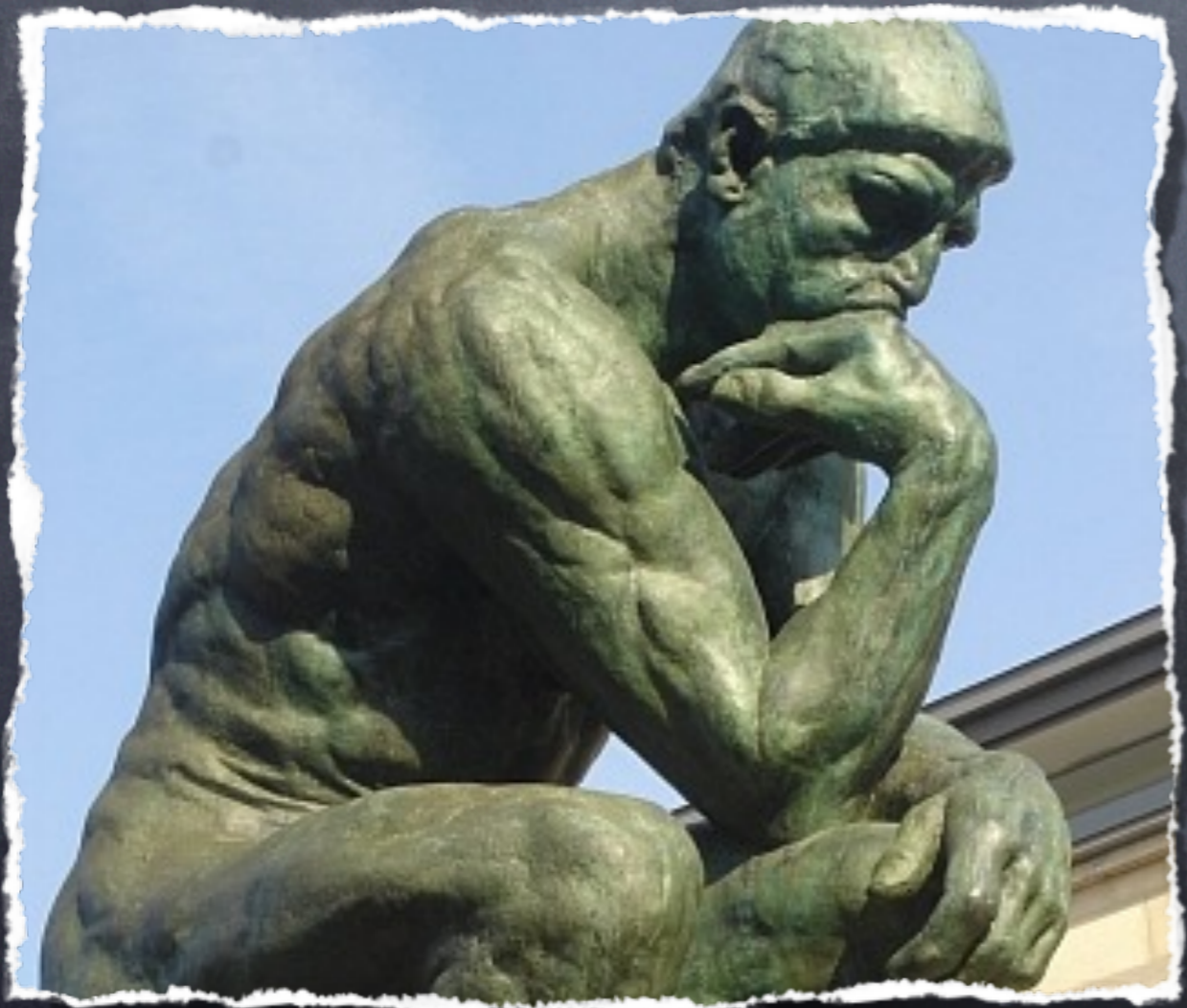




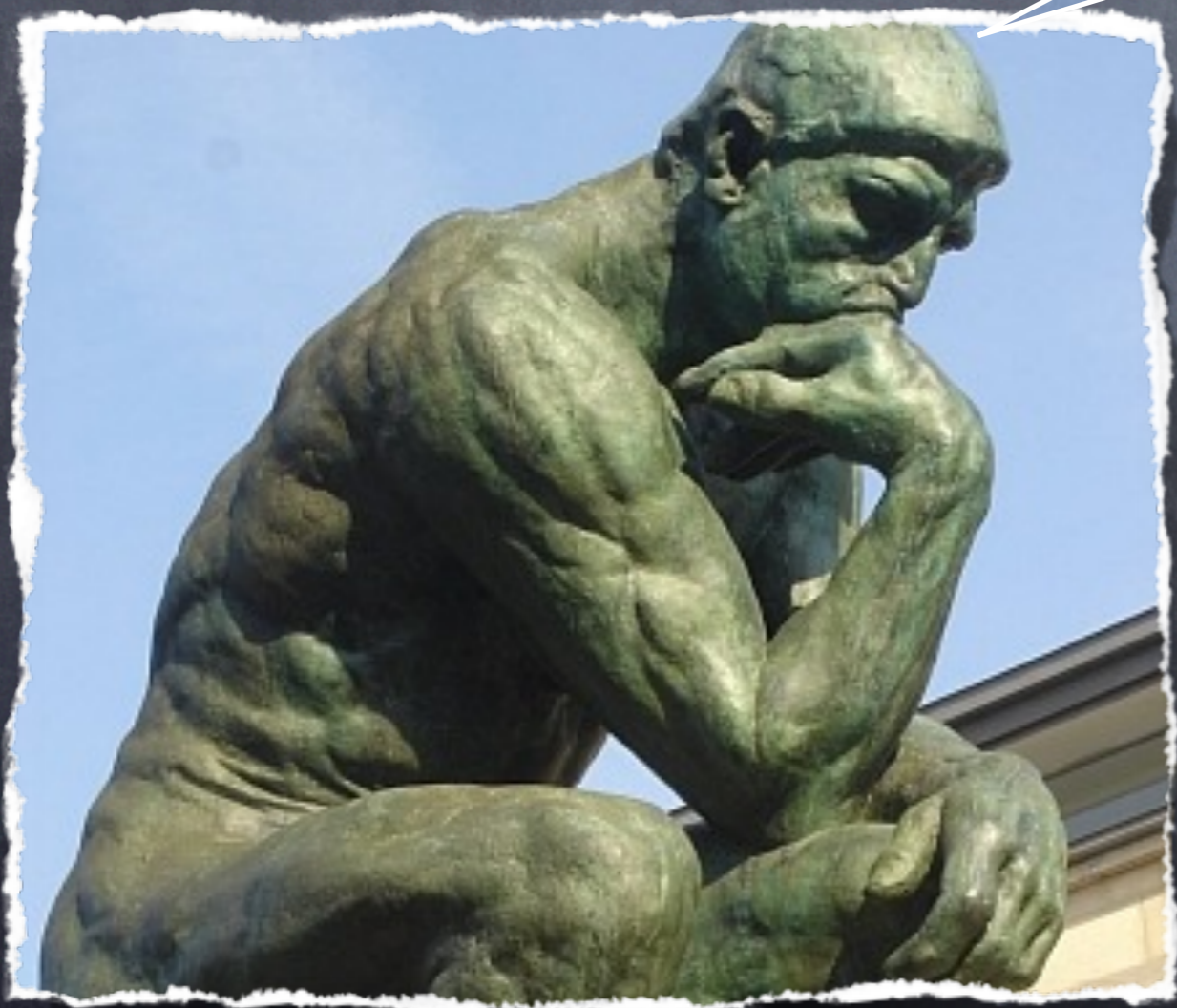


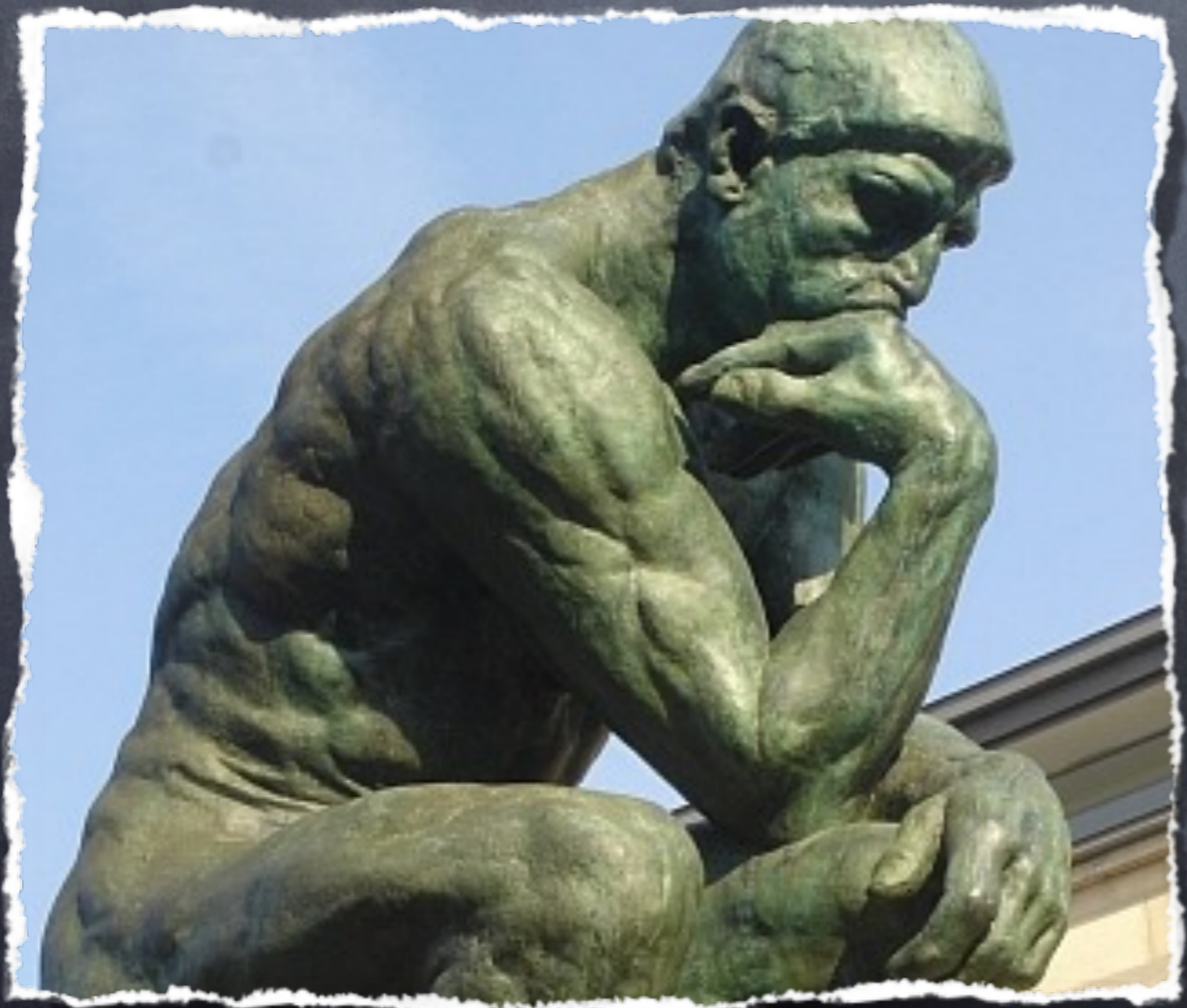
Looking for
a new way to
connect with
students?

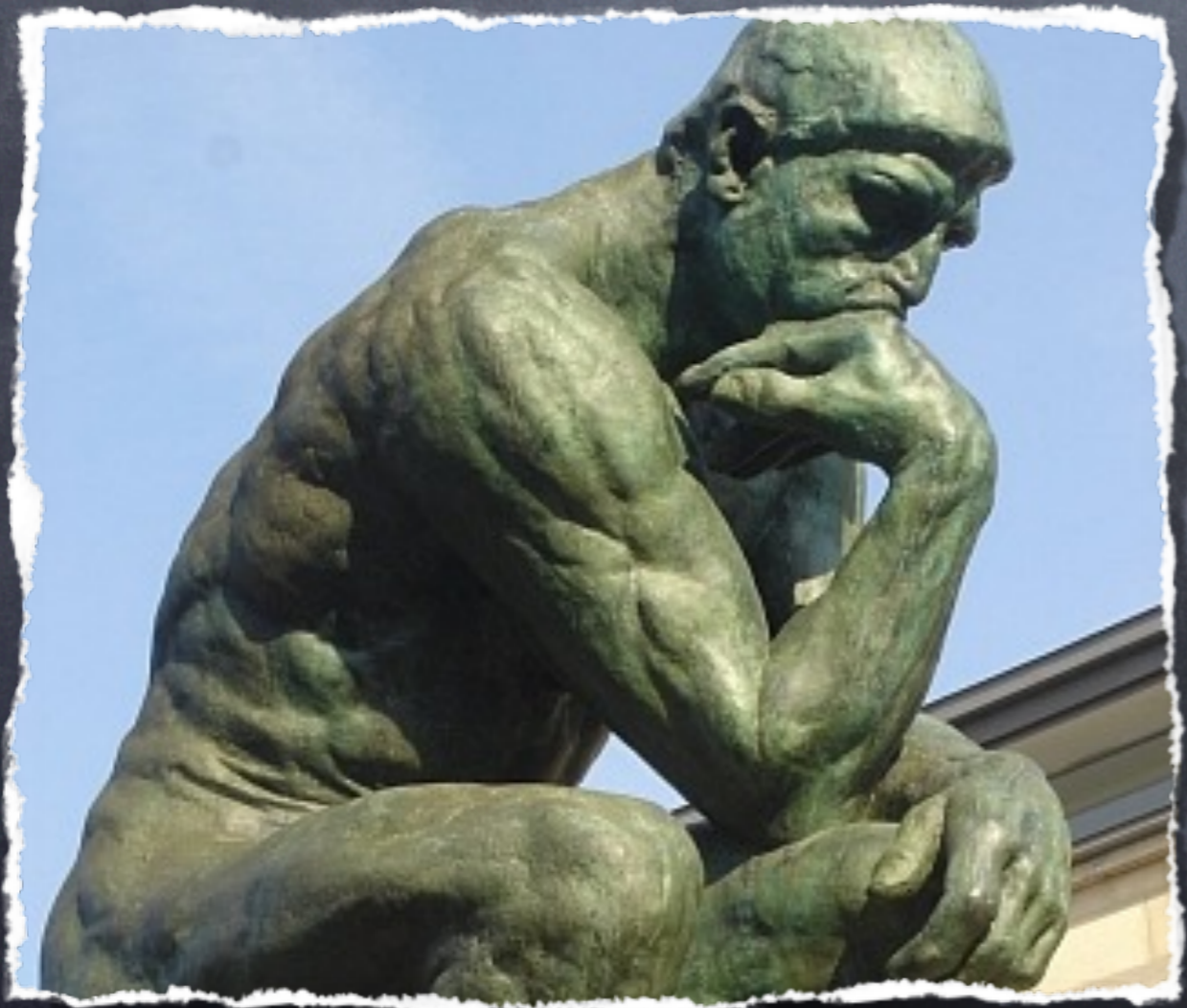




Do you
want to
maximize class
time?







Perhaps "Flipping" is
for you

The Flipped Classroom is not:

The Flipped Classroom is not:

- a synonym for online videos

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- a synonym for online videos
- replacing teachers with video

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- an online course

The Flipped Classroom is not:

- a synonym for online videos
- replacing teachers with video
- a way to make class size larger
- an online course
- students spending the entire class sitting at a computer

WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom.

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.

HOW IT CAME TO BE

Many factors influenced the creation and adoption of the flipped classroom model. However, two specific innovators played a key role.

ITS INFANCY



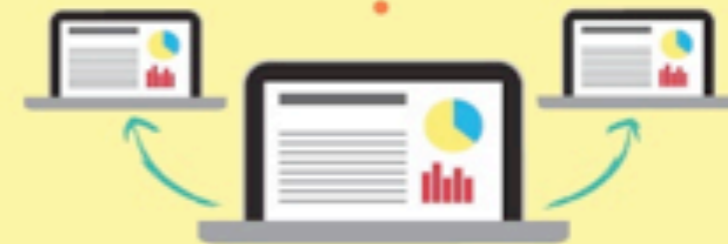
2007: Teachers Jonathan Bergman and Aaron Sams at Woodland Park High School in Woodland Park, CO, discovered software to record PowerPoint presentations



They recorded and posted their live lectures online for students who missed class.



Bergman and Sams were asked to speak to teachers around the country about their methods.



The online lectures started spreading.



Teachers began using online videos and video podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

WHAT'S DRIVING IT?

Two key factors are driving increased adoption of the flipped classroom model.

POOR LEARNING OUTCOMES

The traditional one-size-fits-all model of education often results in limited concept engagement and severe consequences.



69% graduate

31% don't

Only **69%** of students who start high school finish four years later.

Yearly High School Dropouts



7,200
each day



1.3 million a year

An average of **7,200** students **DROP OUT** of high school each day, totalling **1.3 million** a year.

PREVALENCE OF ONLINE VIDEO

The availability of online video and increasing student access to technology has paved the way for flipped classroom models.

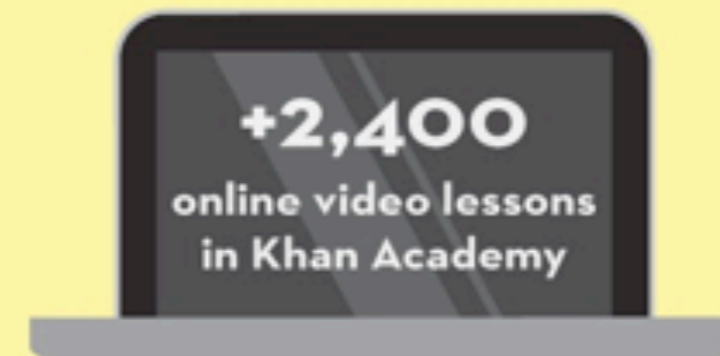
Adults Who Have Viewed an Online Educational Video

2007

15% of Internet Users

2010

30% of Internet Users



THE RESULTS

BEFORE THE FLIP

AFTER THE FLIP

+50%

of freshmen
failed English

44%

of freshmen
failed math

19%

of freshmen
failed English

13%

of freshmen
failed math

736

discipline cases
in one semester

249

discipline cases
in one semester

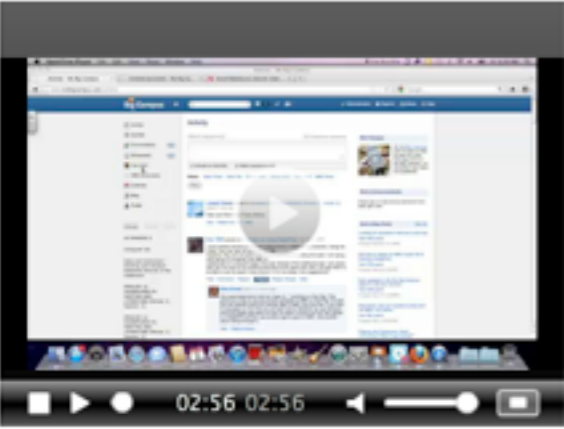
Sources: Jeremy F. Strayer, Ohio State University | Flipped Class Conference 2011 | Telegraph.co.uk | Blendedclassroom.blogspot.com | Khan Academy | Education Week | Converge Magazine



Examples:

Technology Testing Department

Featured Video



Creating a MBC Document

New Videos

- Creating a MBC Document
2 Minutes, 56 Seconds
- How to Add Links to the Wiki
2 Minutes
- How to Insert Media to the Wiki
1 Minute, 48 Seconds
- How to Attach a File to the Wiki
1 Minute, 17 Seconds
- How to edit a wiki page
52 Seconds

Categories

Activity

What's happening? 255 characters remaining

Include on EduTalk Allow students to see

Share: New Photo New File Quick Links Library Item Your Stuff MBC Docs

Post

Jason Seaver posted on Flipped Classroom-Webinar Series-Join in the conversation-dates below...
Feb 14 9:36PM

Here is an example of one of my students "Flipping". Kyle found videos for his group and posted links for them to watch and discuss as the continued to create their own documentary.

Kyle C posted on Group 7 about 8 hours ago
Jesse, City look at this <http://www.mybigcampus.com/items/the-underground-railroad-episode-1--149849017v7bc040d0-390a-012f-b48-30b46c0bb072>

Yes! Comment Report Abuse Hide

Kyle C about 8 hours ago
Here is part 2 <http://www.mybigcampus.com/items/the-underground-railroad-episode-2--14984917v7bc040d0-390a-012f-b48-30b46c0bb072>

Yes! 1 yes! Comment Report Abuse Hide

Show 1 more comment

Libby Lawrie **MBC Coach** Feb 14 9:00PM
How awesome is that! Please share tomorrow... Kids teaching Kids.. Short out!

Yes! 2 yes! Report Abuse

Bob Campus

Hi! I'm Bob Campus and I'm here to help you get the most from your time on My Big Campus. Let me know if you have any questions.

Bob's Announcements

There are no new announcements from Bob right now.

Bob's Blog Posts

See All

New updates to the My Big Campus apps for iOS and Android
Yes! 52 yes!
Posted Feb 15 12:29PM

Educators: Get up to speed quickly with the MBC 100 Series
Yes! 59 yes!
Posted Feb 14 8:00PM

Flipping the Classroom: Need convincing? Want to get started?
Yes! 261 yes!
Posted Feb 07 1:15PM

Ready to launch: New Student View option in Schoolwork, improved search results, new Library access options
Yes! 431 yes!

Home About us Academics Administration Athletics Clubs Cam

Calendar

Roy C. Ketcham

HIGH SCHOOL

District Search...

Pages

Christine Zandstra

Examples:



Pros:



Pros:

- lessons archived



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- students can watch at their own pace



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- differentiate learning



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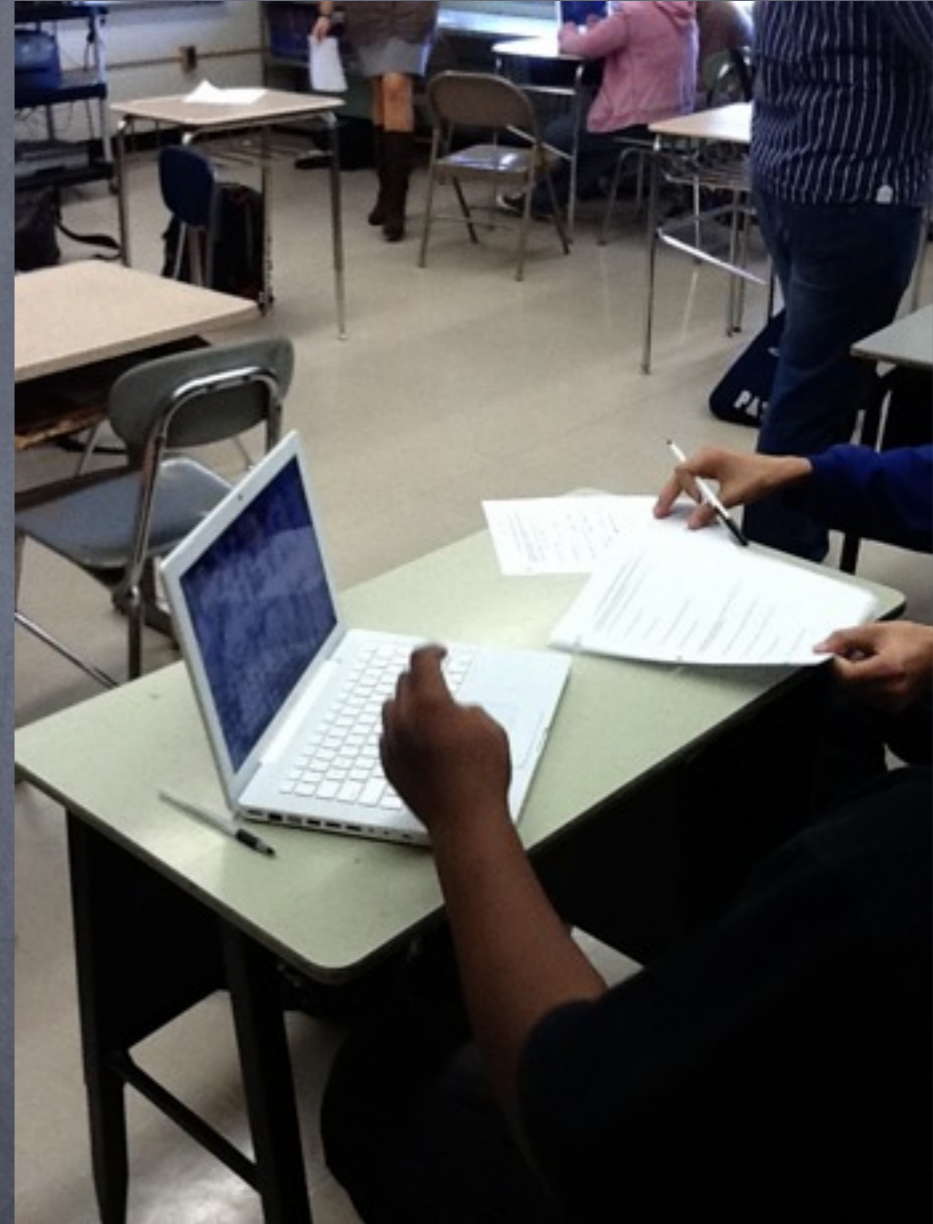


Pros:

- lessons archived
- students can watch at their own pace
- differentiate learning
- more time for critical thinking and group analysis
- students take ownership of learning
- Increased interaction and personalized contact time

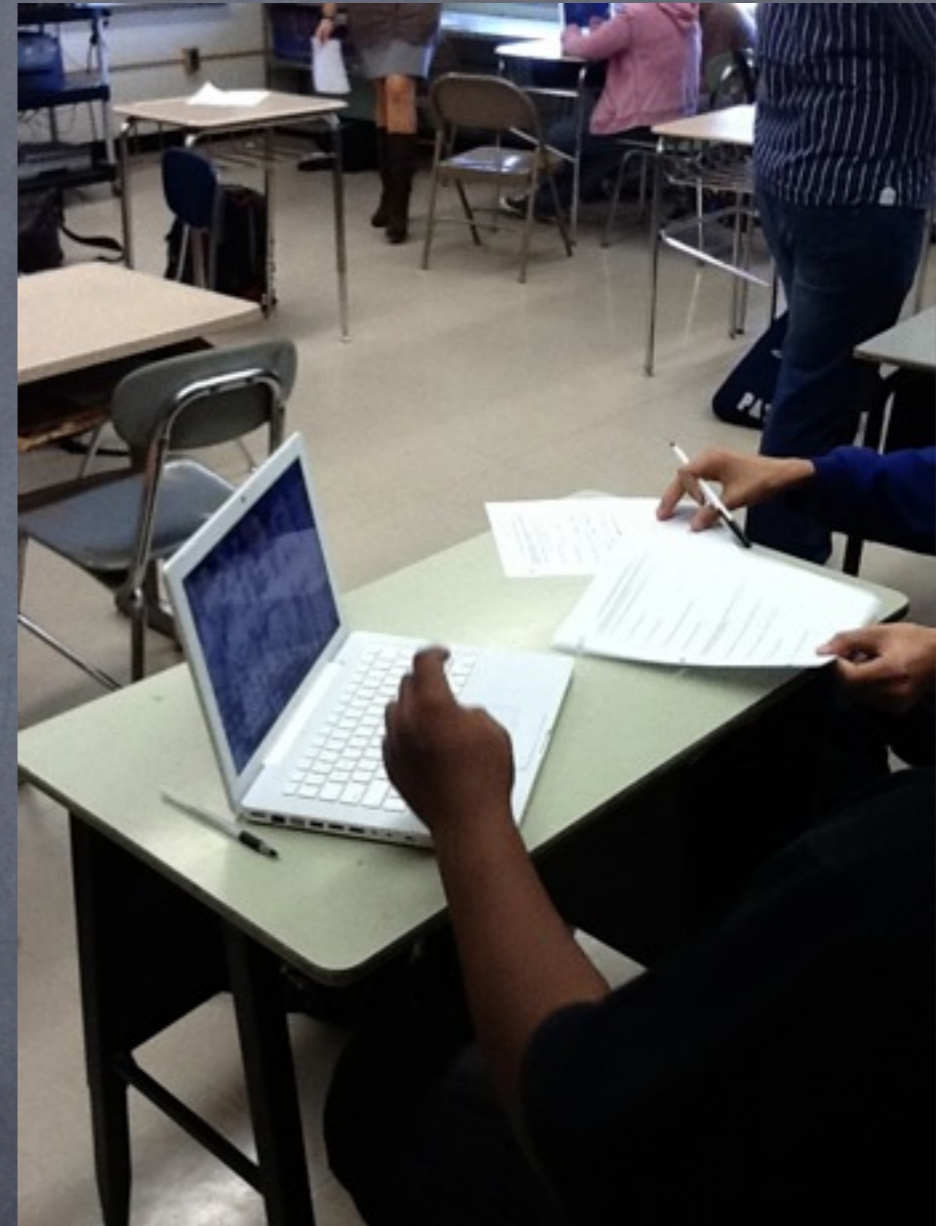


Realities:



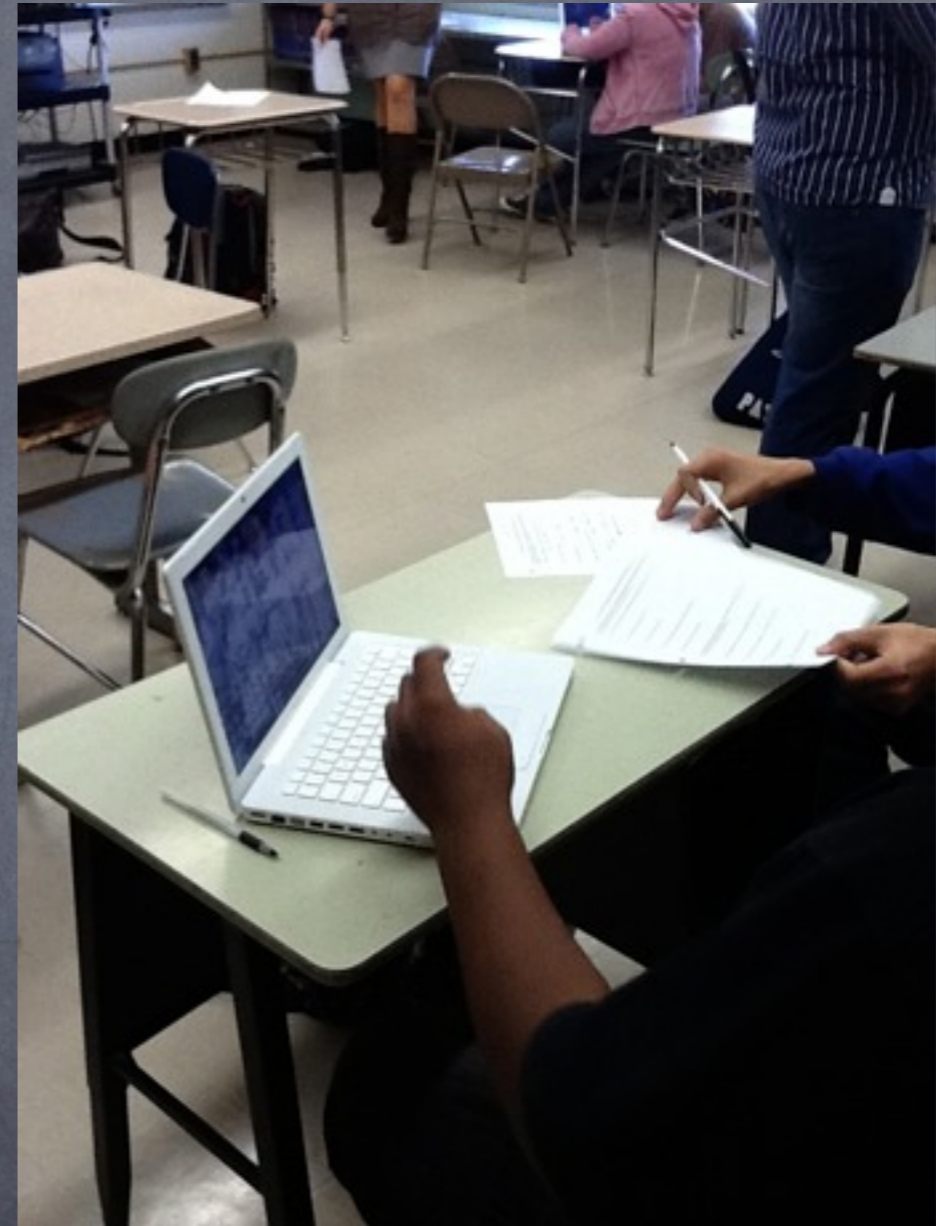
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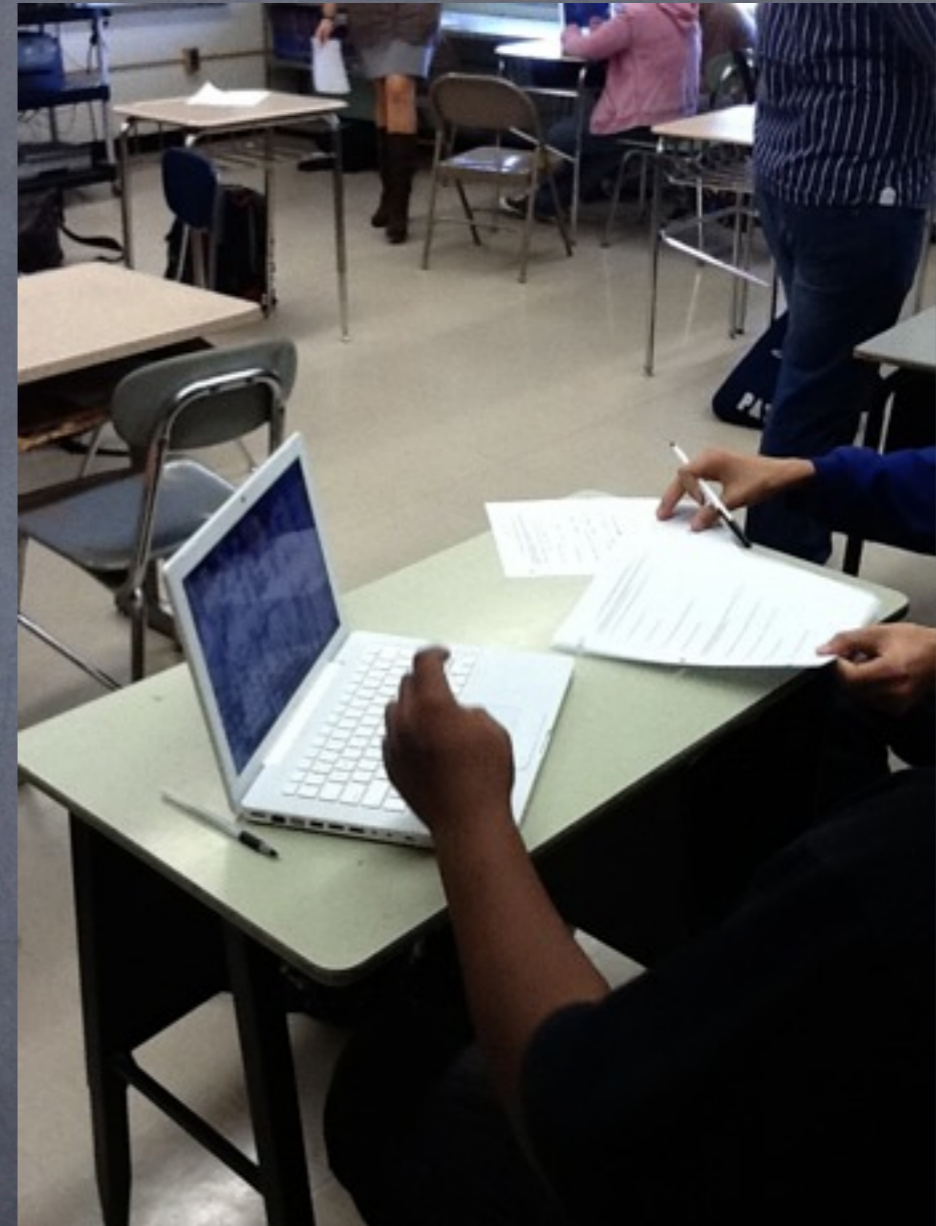
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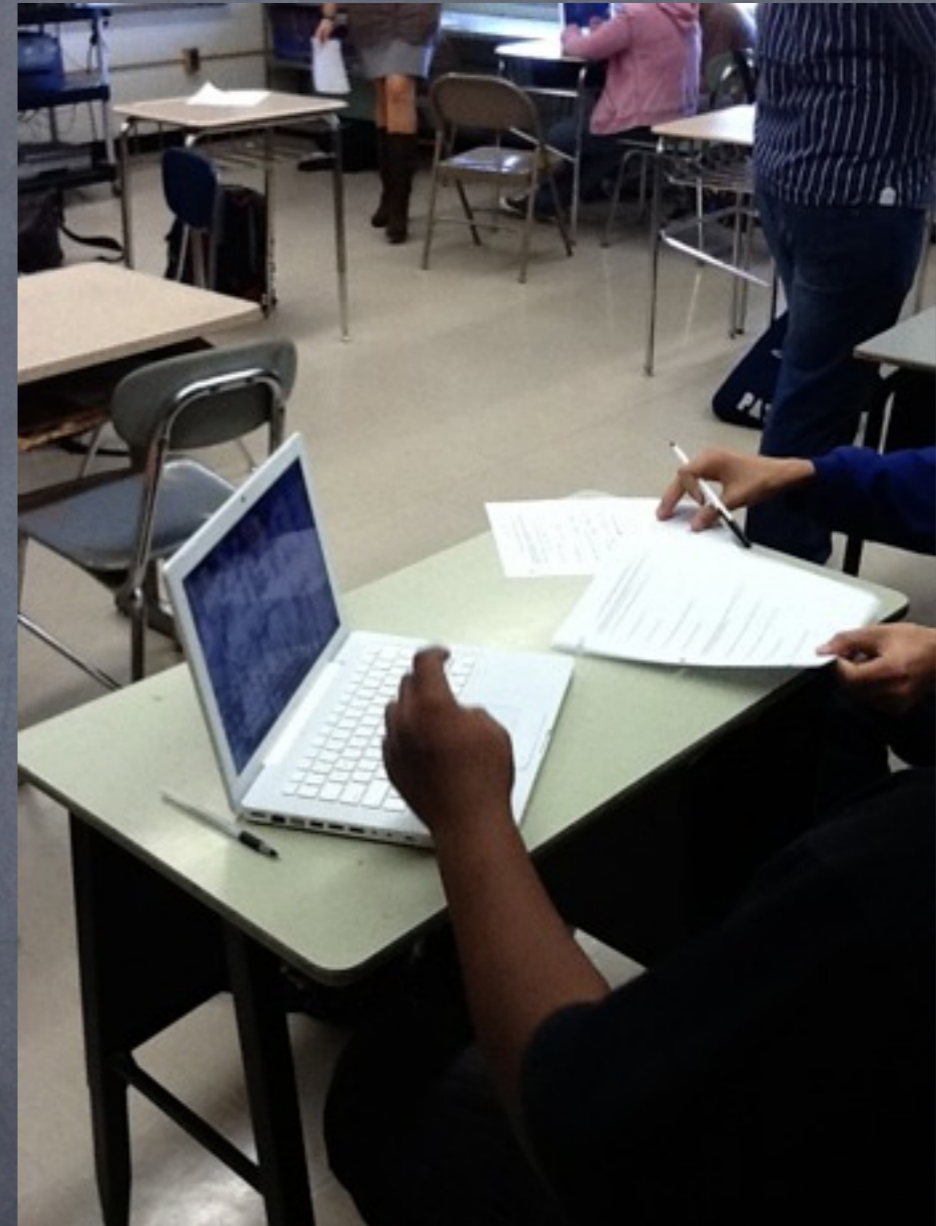
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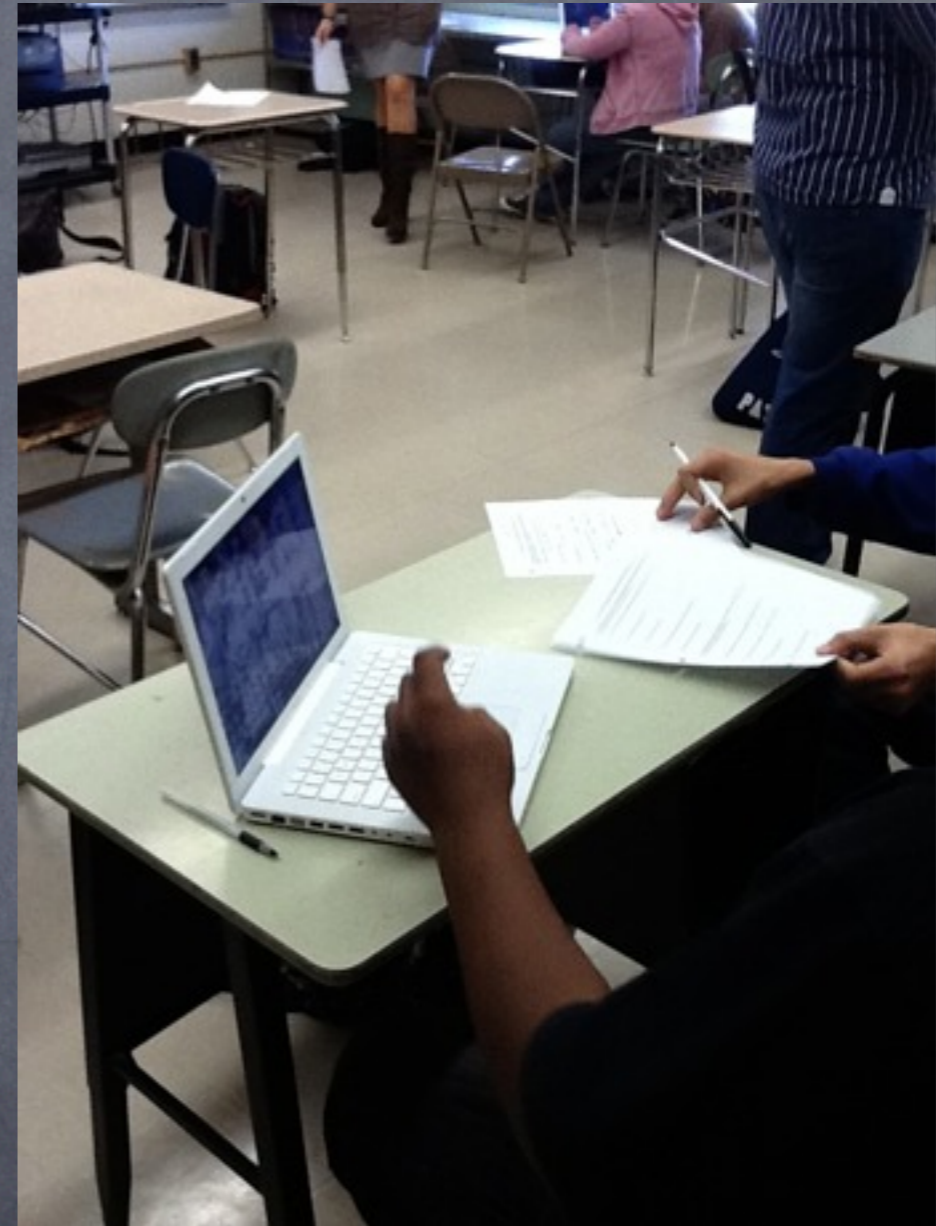
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- shift your ideas of where the walls of the classroom begin and end
- infrastructure



How to Begin?



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- reflect on your teaching style



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- focus on the classroom experiences you would like to create



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How to Begin?

- reflect on your teaching style
- focus on the classroom experiences you would like to create
- ask yourself, do I spend class time teaching procedural, low-level concepts?
- begin creating opportunities for students to learn these concepts outside of class



Tools:

Creating

- SMART Recorder
- QuickTime Player (Mac)
- Jing
- Screencast-o-matic
- Educreations (iPad)
- Show Me (iPad)
- Vodcasting
- Explain Everything (iPad)
- Camtasia

Hosting

- My Big Campus
- Google Sites
- Pen.io
- Wordpress
- Blogger
- SchoolWires
- Weebly
- Ning

Resources:

- <http://wappingersschools.org/Page/252>
- <http://wappingersschools.org/site/default.aspx?PageID=251>
- <http://flipteaching.com>
- <http://www.khanacademy.org/>
- <http://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller>
- daniel.roberto@wappingersschools.org