UNH EDUC 7726
INFOGRAPHIC on **LEARNING IN THE DIGITAL AGE**

Topic for my Infographics?
The Flipped Classroom: Can flipping the classroom improve/enhance student engagement.

Plan, Design and Revise:
My plan is to develop an infographic to accurate display images, data and resources supporting a flipped classroom can be beneficial for the classroom setting. As a teacher, we are asking ourselves one question; what do you want your role in the classroom to be? When using a flipped classroom; I often wonder if my students are fully benefiting from this style of teaching. When looking at a video irrelevant to a topic I am teaching such as making origami, it may seem difficult to some and easy to others.I tried this experiment in my classroom using the smartboard. Regardless of video content, one of the biggest complaints I found in my classroom when trying this experiment is the students gave up when they missed a step. Some students did keep up with the video whereas other students had trouble with it. After the experiment, I discussed with my students the challenges and the pitfalls. One student suggested, "I could accomplish the task if I had access to the pause button". I then told my students, "you will have access to the "pause button" for the remainder of the year". Sometimes teachers, including myself go too fast because we are fearful students aren't challenged enough. The issue with this is not all students learn at the same pace now require the same amount of time to comprehend similar information. When using the flipped classroom method, one must first ask themselves, how can we maximize our time in the classroom?

Why the Flipped Classroom?

- Marzano suggested teaching for rigor- schools in the US are:
    - 58%- Interacting with new content
    - 36%- Practicing
    - 6%- Cognitively complex task generating and testing hypothesis.
- Sending students home with the "hard stuff"
- Flip your way of thinking
- Blooms Taxonomy
- Majority of classrooms are doing understanding and remembering
- Increases student engagement
- Flip your way of thinking
- Blooms Taxonomy
- Traditionally, application was sometimes, make it most of the time
- Vast majority went home with the students (analyzing, evaluating, and creating)

- "9 out of 10 teachers noticed a positive change in student engagement since flipping their classroom (up 80% from 2012)"

Some ways to help enhance/increase engagement:

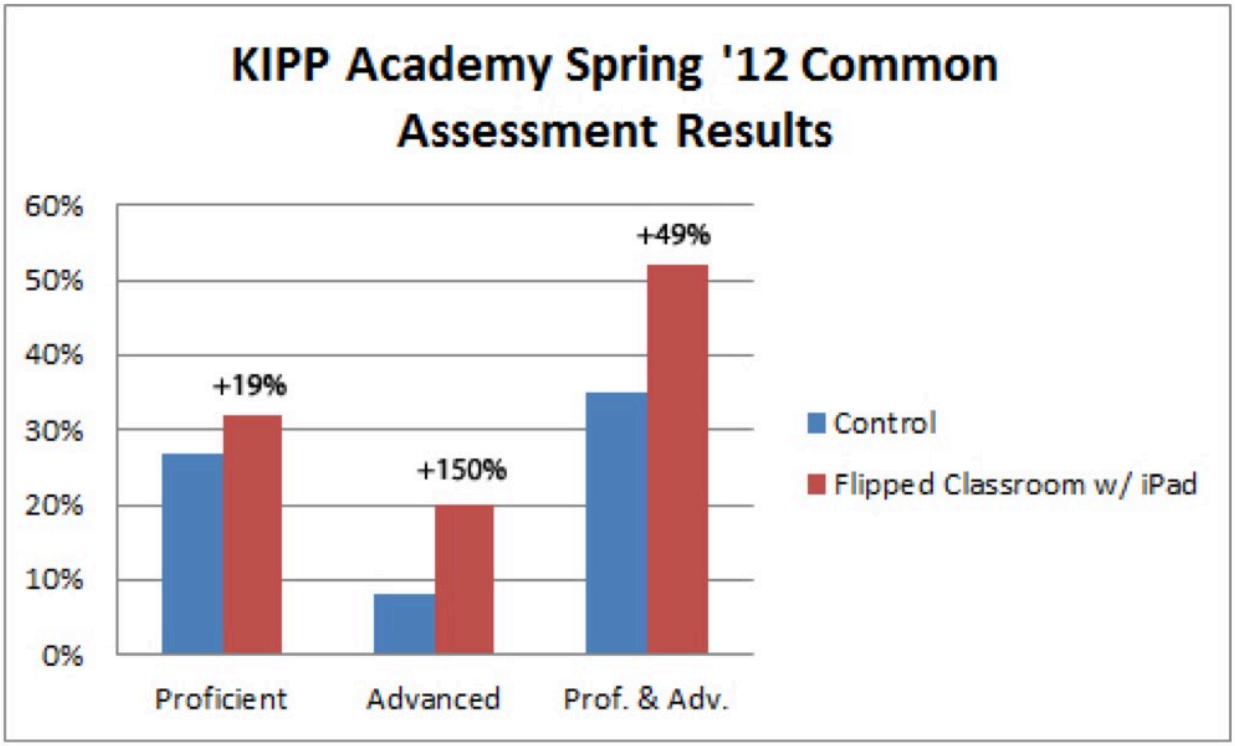
- Make the video fun/engaging
- Make the video the appropriate length
- Next lesson should be a brief review of the lesson (answer any questions the students have about the video)
- Don't "rescue" students who do not watch the video
- Stick with one topic per video
- Connect with the students using videos YOU created and not ones found

If students don't have internet some methods to still incorporate a flipped lesson are:

- Put the lessons on a flash drive
- Use an ipod, drag and drop the flipped lesson on the ipod
- Burn the flipped lessons on a DVD to give the students who didn't have any
- Lastly, put the lesson on an MP4 players (play videos but do not connect to the internet)

Resources:

- Video on increasing student engagement through a flipped classroom
- Video: interview with a participant using the flipped classroom
- How Urban Meyer (The Ohio State Football Coach) took his team to the championship using the "flipped coach" method
- Flipped Classroom Scholarly Article: McLaughlin, J. E., Roth, M. T., Glatt, D. M., Gharkholonarehe, N., Davidson, C. A., Griffin, L. M., ... & Mumper, R. J. (2014). The flipped classroom: a course redesign to foster learning and engagement in a health professions school.*Academic Medicine*, *89*(2), 236-243.\
- Survey from high school health/physical education classes
- Survey from #ITDML peers
- The flipped classroom website
- The flipped classroom Full Picture
- "Does it work" blog
- Flipped Classroom Statistics

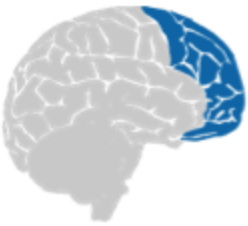

KIPP Academy Spring '12 Common Assessment Results
60%
50%
40%
30%
20%
10%
0%
+19%
+150%
+49%
Proficient
Advanced
Prof. & Adv.
Control
Flipped Classroom w/ iPad

Universal Design for Learning

Recognition Networks
The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Strategic Networks
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Affective Networks
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Present information and content in different ways

More ways to provide **Multiple Means of Representation**

Differentiate the ways that students can express what they know

More ways to provide **Multiple Means of Action and Expression**

Stimulate interest and motivation for learning

More ways to provide **Multiple Means of Engagement**