FlipCon14

Mars Area High School
June 24-25, 2014

Collaborative Session Notes/Ideas:

These collaborative session notes were created with the help of many, many educators who attended the seventh annual Flipped Learning conference both in person and virtually. What started as a way for me to share my notes with few colleagues, grew into a collaboration and resource for learning that so many more educators than I could have ever anticipated helped to build and share. Thank you for helping create and share this resource. It continues to be a living document, so please feel free to copy these notes, add comments, and share!

Thank you! -Jennifer Ward

Session Notes Shared in This Document:

Opening Keynote by Molly Schroeder: “Living in the Beta”
Notes:

- Where are you from? Poll
- Follow Molly Schroeder on Twitter at @followmolly
- Your challenge: connect other people.Get your colleagues on Twitter, help others make meaningful PLN connections
- Connect with us at on TodaysMeet
- Create Moonshot thinkers who live in Beta
    - Living in beta = trying something new, taking risks
    - GoogleNose - April Fools!
    - What is your educational graveyard? Google Graveyard
    - Google Now - can remind you where to park your car.
    - What we once thought was science fiction is not reality.
    - Beta is knowing it’s not the absolute perfect product.
    - Living in Beta - launch early and iterate. It is OK to fail.Be afraid not to try.
    - The only constant is change. Mirror and iterate. Uncomfortably excited-living in beta. content/collaboration/create
    - Living in beta also means that as teachers we model what we can do when something fails. We are models for innovation, for risk-taking, for iteration. How can we teach our students and our peers to take risks, to collaborate, to fail and try again?
    - Model problem-solving to engage your community of problem-solvers. We should be uncomfortably excited.
- What does digital learning look like in your classroom?
    - Kahoot
    - EDpuzzle
- In what ways are your students content creators?
        - via nearpod/imovie
        - skype, Twitter, TouchCast
        - Can your students create their own Kahn Academy? eCademy
        - My students have their own Kahn Academy login with teacherbaker as their coach...and they have gotten into coding first through hour of code and then via khan/educreations
        - Google Maps digital learning..wow-student creating (how we create as we also learn)
        - How are you leveraging digital tools to connect your students with international communities and learners? Use Twitter to elicit the help of teachers and classrooms all over the world.
            - Global Classroom Project
            - Quad blogging

            - Google Hangouts in Education G+ community (G+ education communities in general are great ways to connect both teachers and classrooms)
            - Kahoot
            - EDpuzzle
            - TouchCast
    - How do students unpack and demonstrate their knowledge? What types of questions are you asking your students? Do your questions encourage students to connect, collaborate, explore, and ultimate call your students to both apply and demonstrate their learning at all stages?
        - **The future is not a multiple choice question**
        - MOONSHOT THINKING: Figuring out as you go, take risks, re-asses, reflect, and revise thinking. Think big. Fail big. And fail repeatedly in order to grow as thinkers.
        - We don't know how to do this yet, but we are going to do it anyway.(JFK) Dream it. Design it. Do it.
        - We need to invite students into a world of exploration, get to find their spark and share their potential. HOW are you inspiring curiosity?
        - Future Ready Schools
        - Inspiring Spaces – has a HUGE impact on the learning atmosphere of the school.
        - Reminds me of 20% time/genius hour/passion-based projects
-

English/Language Arts Networking Session

Who's in the room? *Please add your Twitter link whether you are here in person or virtually*

- Me! @jenniferward
- Kate Baker
- Troy Cockrum (middle school, tech coord.)
- Andrew Thomasson
- Cheryl Morris
- Mary Baker (5th grade IB 3rd year flipping) www.twitter.com/teacherbakerbak
- Timonious Downing (middle school, gamification, MD)
- Beth Oing
- Daniel Harrold
- Carla Jefferson (middle school)
- Kim Hamilton (middle school, SC)
- Susan Pigford (high school)
- Ricardo (Peru!)
- Debby Cherry (high school, MA)
- April Guilinrath (7 year flipper!)

- Teresa (OH)
- Lisa Berkley (middle school, KY)
- Lindsay Stevenson (high school)
- Julie McGovern (middle school)
- Don Jacobs (@Don_Jacobs) Royse City, TX
- Lisa Cohen (first grade)
- Casey Nidlinger (@caseynidlinger) Middle School Math - 3rd year flipper Indiana

Conversations:

In the room today, there are 20 flipping ELA teachers

- Conversation about gamification
    - game-based learning vs. gamification
        - Gamification - video games are motivating because they include the freedom to fail. Leveling and badges helps to move learning forward at an individual level. Learning is self-directed, self-paced.
            - Daniel Harrold shares how he sets his up using 3DLabs. Students can choose individual or collaborative levels to earn points. Each unit, students have to earn a certain number of points. Crux of each unit is a synthesis project where they bring together all the learning of that unit and demonstrate. Apply skills of the unit and demonstrate mastery by the close of the unit.
                - Figure out how you are going to modulize your units. When do you need students all at the same place at the same time?
            - Questions? Will students all read the exact same text?
                - Vary how students engage in “required” reading by using book clubs/lit. circles
                - How does game based units with mastery translate to grades?
                - Standards-based grading
                - How do you communicate “points” with parents?
                - How does self-pacing work in a traditionally organized school with quarters/semesters? A true mastery/gamified class would leave all pacing to the students. However, many teachers are using a modified mastery/gamified approach by putting drop dead dates on units in order to move all students forward.
                - Challenges - access to technology
            - Ideas:
                - have students make up their own assignment at the close to demonstrate mastery of unit skills
                - Using groups within Edmodo to share unit materials, award badges

        - 3DGameLab is also easy to set-up (no coding). It is a LMS that happens to look like a game portal.
        - How do you get your community on-board with flipped/gamification? As teachers we need to share our successes with our peers and with our administrators. Share your stories!
- Standards-based Grading in the Flipped Classroom
    - True standards-based classes have no deadlines, giving time for students to master skills. However, this is difficult to implement in the classroom.
    - Identify the skills that you want students to demonstrate mastery of and design your formative assessments for students to practice and reflect on their progress toward those skills. Students need to reflect, placing them in the driver's seat of their learning.
    - April G. - one grade in the gradebook for CC standard areas. Formative assignments go in the gradebook but do not count into final grade. This allows students and parents to see progress. The teacher updates the standards-grade based on progress of formative assignments.
- Challenges of the flipped classroom:
    - Students who are used to doing well in school can push-back on flipped/gamified lessons. They do well at traditional school, so why would they want to change? However, kids who struggled at school, can find support and achieve.
    - Gap between what happens in elementary school and middle school classrooms. Where do students gain ownership over learning?

Setting the Record Straight - Dr. Julie Schnell

In a Flipped classroom there are Learning Goals that are streaming throughout the inclass and out of class activity – how are they achieving the learning goals.

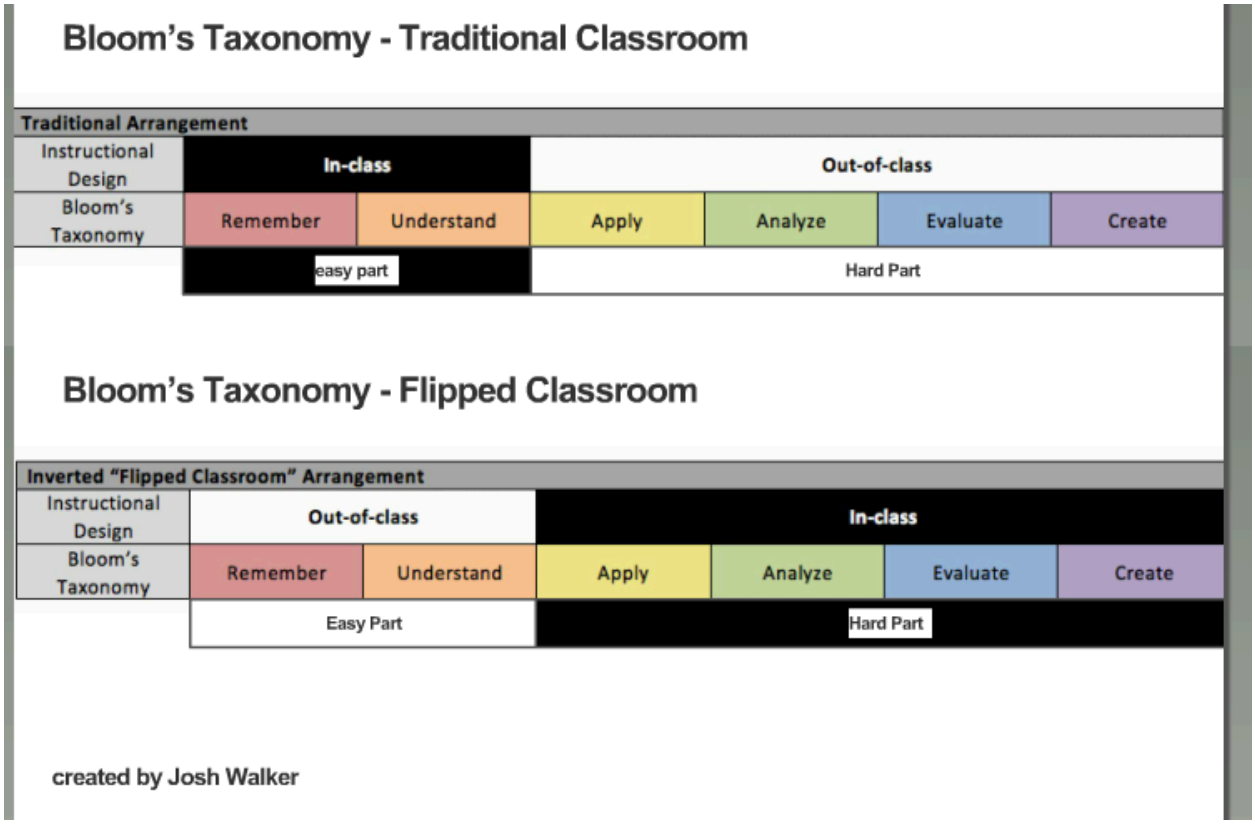
Flipped classroom is a three part approach
(We need the first two parts here)

        - Don't forget about the after class part
            - Constant Retrieval Practice - writes info on our memories (very important and reason for homework)
    - space practice- practice throughout the course..ret
    - Start small, work out the kinks first. (Flip the entire department eventually) Take great care as to what class you try a flip with, prepare yourself and your students for the experience to ensure success.

First Flipped Classroom Ever - Socrates done by Raphael

http://tinyurl.com/l25bf8k

- Big Expert Idea - Pedagogy is the drive of the work, we will not fail. Surest way to fail is when the focus is on the technology. It is NOT about entertainment.
    - How to ask questions that are not part of the game (recall questions)
    - Ask questions that are based on information you want them to think about.
- There needs to pausing (chunking) about every 3 to 5 minutes - respecting our cognitive load. Break up direct instruction with assessment (polls etc) and giving space for processing information.
    - Diversifying work between reading, think/pair/share or classroom response system, discussion etc.
    -
- **Second Essential Question: How People Learn Best**
    - *A) Association connection or Velcro theory*.
    - J FKFB UPS exercise -All learning is interaction with prior knowledge that is connected with memory. New cognitive science says that knowledge development is hooked onto prior knowledge.
    - Generating a prior loop takes much more cognitive effort.
    - We want to create deeper learning, not weak learning. (Interaction between prior knowledge and new knowledge). Prior knowledge is an indicator of academic success.
    - *B) Knowledge of Experts: Zone of Proximal Development*
    - knowledgable other who can pull the other to a highest potential (zone) and is based on knowledge of frequent feedback to help push them into zone. (Peers/teachers etc)



Flipped Classrooms - leverage how people learn best. (Put in reversed Bloom's pic here).

Constantly gives your students opportunity to practice both inside and outside of class. (While also not having all the information - become 'problem solvers')

Lecture is a comfort blanket for both teachers and students. DO NOT remove it from class, use it in small doses in your class to keep everyone happy.

Continue to focus on the Pedagogy, do not tell students that you are experimenting on them or tell them this is Flipping, just be sure you are doing it based on solid pedagogy and assessment, along with how my students learn best.

Take these 8 Big Ideas and it is a three part approach.

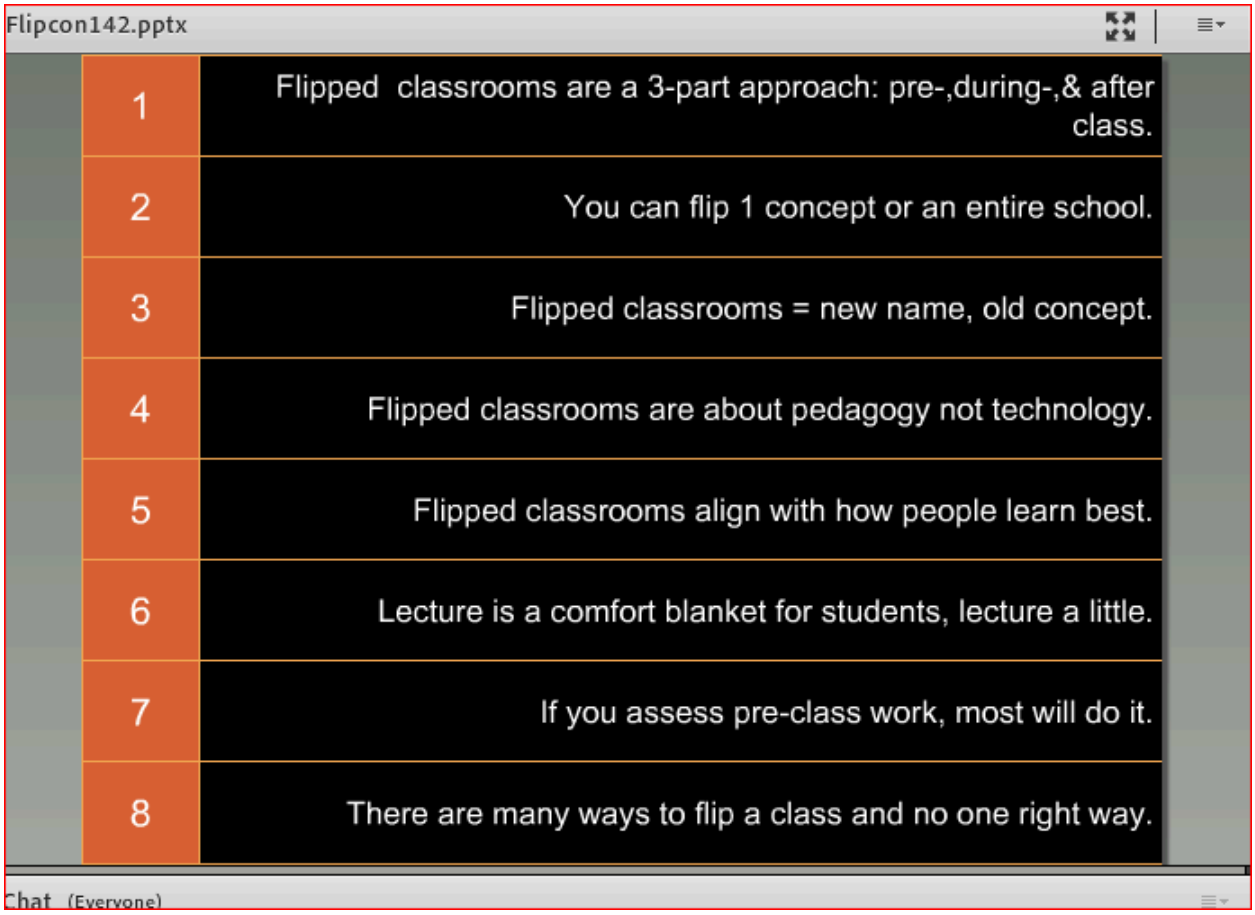
Innovate with Me - julieschell.com

Setting the Record Straight:

- Myth 1 ?
- Myth 2 You must flip your entire class
- Myth 3 In some ways flipped classrooms indicate a new trend, but the modern flipped classrooms date back to 1890's with Christopher Columbus Langdell "case study." Study

reading before class then dialogue during class.. Last revolution in classroom teaching (law schools and business schools. But not a new idea..Socrates.. This is what we aspire to as flipped learners. flipped classrooms = new term , but it is an old idea.

- Myth 4 Videos are the defining feature of a flipped classroom. Focus on pedagogy, not technology. Focus on pedagogy and you will not fail. Do not focus on technology. What is the driving principle behind this lesson. How do I drive my students' thinking to what I want them to learn? Drive thinking, not facts.
- Trick to out of class learning...observations, readings, videos, syn-pair-share, voting, polls,
- Why should I flip my classroom? They leverage how people actually learn best.
- Mini lesson on how people learn best. . Meaning knowing what they are, prior knowledge..velcro method of learning..interaction of prior knowledge with new information.. hook into prior knowledge..without prior knowledge, generate new loop for learning...build up those loops through flipped learning..surface learning is weak and temporary. Deeper learning is what we are going for. We want to create that stick, make that velcro come together. Flipped classrooms help make that stick. We learn best when we can connect new knowledge to prior knowledge
- Even a good lecture is NOT how to become expert. Obviously practice is how to become expert.
- We learn best when we apply knowledge with feedback from others. Zone of proximal development. The idea that when you have a knowledgeable other, they can pull them to their zone of proximal development. Feed back is important.
- People learn best when they get frequent feedback from knowledgeable others. .
- Bloom's Taxonomy- Traditional Classroom...Higher order is supposedly taking part outside of class. But in a flipped classroom, students are doing higher order learning inside class.
- Builds college readiness and higher order cognitive skills required for college success. Students need to be able to do higher order learning in class so they know how.
- Flipped classrooms leverage how people learn best.
- In flipped classrooms we are creating problem solvers. We need people to be able to think.
- Good questions usually have students first response, I don't know how.
- Lecture is a comfort blanket for students. Ripping it away causes tension. It is a comfort blanket for teachers and students. Lecture isnt all bad. Fight resistance by doing a little bit of lecture.
- Assess out of class work. It should always count for something.Many ways to do this. If you assess it they will come.



- There are many ways to flip a classroom and no one right way. Focus on pedagogy.

Fostering Creativity in the Flipped Classroom
Presented by Andrew Thomasson and Cheryl Morris

- Link to presentation slides
- Twitter hashtag: #FlipCon14Tools

NOTES:

- Ze Frank's "Brain Crack" - Where do your classroom ideas come from?
- Ze Frank and Rainn Wilson on the "Teen Brain"
    - Twitter PLN, students, lunch conversations, in between moments (walking into class), failures, connections, news, collaboration
- Flipping Bootcamp for Students:
    - determine the skills students need
        - how to watch videos and take notes
        - when are good/bad time to use smart phones in class
        - how to have a collaborative conversation
    - teach directly how to have conversations, how to take good notes, etc.

    - explicit modeling of skills
    - teach academic habits
    - build community
    - gradually release control of flipped learning, but first teachers need to model expectations for a flipped classroom
- Build in opportunities for students to repeated practice skills in low/no stakes
    - note-taking with many types of texts
    - genius hour/20% time projects/maker spaces
    - collaborative tests and essays
- Grades and Revisions
    - Learning is a process, one in which revision must be the focus and not the final product. The more time students spend revising their thinking and learning, the more they are invested in their work toward mastery.
    - Create a culture of revision. Learning is always a draft. Revision is built into the day, drafts and work is shared with peers and actual audiences at multiple points for feedback and revision suggestions.
    - GREAT IDEA FOR ELA: Use Grammarly. If you don't sign up for an account, copy and paste a document into the box, and it will tell you the types of errors but now where they are. Use Snagit to screenshot and share back with the student writers. Tell them to figure out where the mistakes are and how to fix. Have them copy and paste into Grammarly to get to 0 mistakes.
- Collaboration is key!
    - No real lightbulb moments. Genius comes from our connections and collaborations with our network of influencers.
    - Has to be modeled. Let students see how you as a teacher collaborate.
- Make technology invisible
    - Technology should help students connect and collaborate without having to click on a million different links
- Routines
    - What routines will you put in place to facilitate how students interact with your content. Having routines frees up creativity as it gives a launch point without overwhelming students.
    - Read Group Genius!
- Breaks for building community and being active!
    - Encourage movement and tech-free moments where students talk with each other.
    - It builds creativity
    - Rock-paper-scissors competition
- Relationships matter when building creativity
    - both for teachers and for students
    - how do you connect?
    - "I Forgot My Phone" Video
    - Audience matters - get students connecting and creating for real audiences

- Join the #flipclass chat on Mondays at 8pm

Gamification and Game-based Learning
@Mr_harrold @techmonious @mr_driscoll

FAIL: First Attempt In Learning

Spreadsheet for keeping leaderboards: TeachersPayTeachers: Michael Matera

Gamification and Game Based Learning

- Game-Based Learning
    - Learning concepts by playing a game
    - argument wars
    - make your case
    - teach with portals
    - HumbleBundle
        - gives hugely discounted games
- Gamification
    - Learning environment designed as if it is a game
    - Harnesses power of games and applies to a real world problem
    - Key elements:
        - Immediate feedback and reinforcers
        - Progress tracking and mastery (XP, badges, leaderboards)
          Clear, specific goals
        - Increasing difficulty
        - Low risk of failure (unlimited retakes)
        - Choice
          Different possible paths to takes
          Some creativity in achieving goal
        - Storyline/narrative
          Increases engagement even further
    - Why gamify?
        - Motivation and engagement
        - Failure not stigmatized
        - Students have control
    - Terminology:
        - Scenario = unit
        - Mission = objective
        - XP = average
        - guild = group
        - house = class
        - Badges and Achievements

        - Level up!
- Managing Gamification:
    - QUESTT Model

      Questions
        - What are the key concepts of the unit?
        - What needs mastering?
        - What real world challenge is solves?

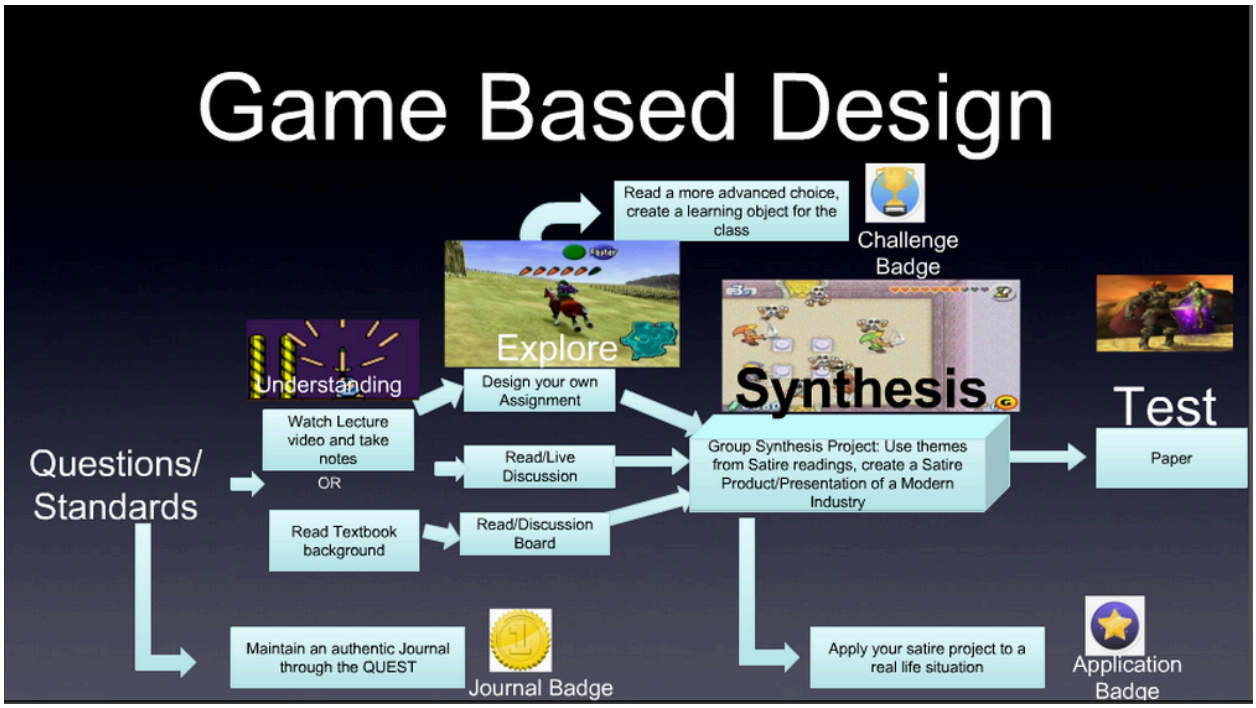
      Understanding
        - Small, individual tasks, designed to provide backgound for the unit or readings

      Explore
        - Small partner/individual tasks
        - Explore content and do something with it
        - Analysis questions, seminar preparations, dicussion boards

      Synthesis
        - Larger group project designed to test mastery of first three sections
        - Multiple steps, media, written and oral presentations, publication,

      Test
        - individual assignment
        - Usuaslly a formal paper, presentation, etc.

      Take a Break



Classroom management:

- Class Dojo
  - Level up system
  - Earn reward points
    - More point = more rewards
- Class Craft
  - game.classcraft.com
  - Students create character, have HP
    - Lose HP for in-class infractions
      - Can die!! (Get “death sentence”)
  - Basic account is FREE!

Self-paced units, but all students start a new unit at the same time.

http://prezi.com/hzqbzhjmcuyl/gamification/

- Hyle L Daley - https://www.edmodo.com/mrdaley
- The Multiplayer Classroom by Lee Sheldon
- Four Week Curriculum - would only take you a few hours. (See the layout of the document that you
- Step 1. Define learning objective clearly. Step 2 Brainstorm how many ways to demonstrate learning objective. Step 3 Create a quest for each way to demonstrate competency. Step 4 Assign xp and badges to those quests in a structured way.
- Design a gamify course that is based on curiosity, and not just based on xp, external motivation.

        - http://www.mrdaley.com/profile/login/?redirect_to=http://www.mrdaley.com/members/

        - http://www.mrharrold.com/

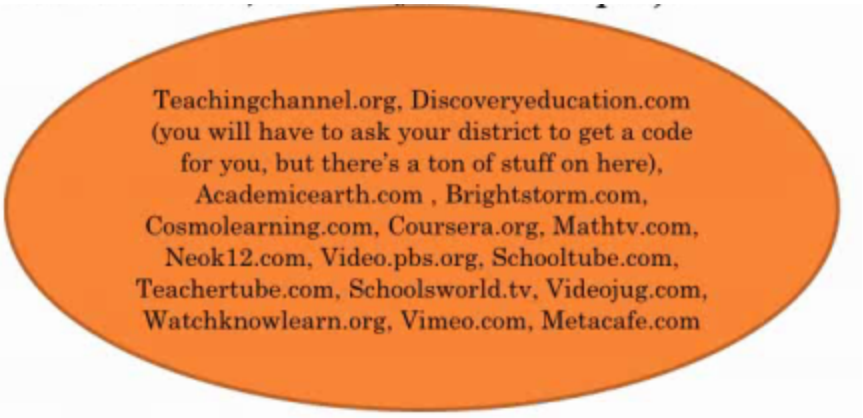
Jason Bretzmann Panel on Flipping 2.0

- Moving beyond the video, so what does flipping 2.0 look like?
- Move the skills students struggle with, reading and writing complex texts, into the classroom for collaborative support. The applying stage of learning should be done in the classroom.
- Learning driven by inquiry - an explore a flip a apply model or project-based approach.
- How do students demonstrate mastery of learning?
    - blogging for actual audiences
    - pull problems from real life - using math to refigure school lunches based on food guidelines, calculating recipes for large production
- Video Ideas:
    - puppets
    - ShowMe app
    - Watch-Summarize-Question approach
- Ideas of Rigor and Assessment
    - Critical thinking is in how students apply skills and demonstrate their mastery. This is done in class where teachers can get watch, support, and challenge students' higher order thinking.
    - Students need opportunities to practice skills, formative assessment that is low or no stakes. These practice opportunities lead to students reflecting and revising their thinking.

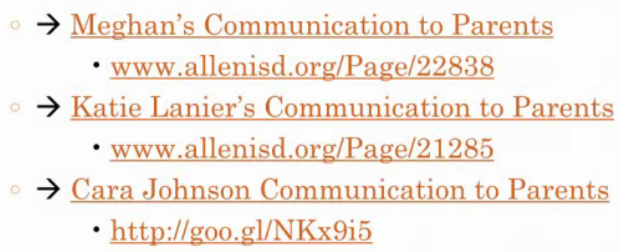
Check Yo Self
Presented by: Jaclyn Pessel (@chempessel), Cara Johnson (@ahsanatomy), Meghan Klement (@klemistry)

- A simple checklist for new flippers to get started
    - Know Your Goal
        - Long term plan: Compete flip/ Partial flip?
        - Make a plan:
            - Multiple years
                - Don’t need to create all content in the first year
                - Can use pre-existing content
                - brightstorm.com

- Don't Go Solo
  - The best resource in flipping is other flipped teachers.
- Flipping Your Videos
  - Picture of you talking?
    - Webcam, tablet, or laptop
  - Write on videos?
    - smartboards, mimeo pad, bamboo tablet, any tablet
  - How will you record?
    - Snagit
    - Camtasia
    - Smartboard recorded
    - screencast-o-matic
    - Cellphone/tablet
  - How will you share?
    - GoogleDocs
    - YouTube
    - Vimeo
    - Safari/Montage
    - TeacherTube
    - Many more!
  - Are you going to edit?
    - EDpuzzle
    - Camtasia
    - SnagIt
    - iMovie
    - LiveMovie Maker
  - Helpful Hints:
    - Chunk into manageable sections
      - Label with descriptive titles!
    - Include some engaging or interactive piece
      - Questions after or something to write on while watching
    - If you can, show yourself writing, but make it legible!
    - Keep the same pictures/animations to match textbook
    - Speak clearly
    - Make a script!
      - Can share with students (great for ELL or students with accomodations)
    - Make sure video aligns with notes/quizzes/etc. (EDpuzzle)
    - Don't worry if it's not perfect!
    - Start basic, and get fancy later.
    - "I Want You to Want Me"
  - LOTS of videos already available for free



- Flipping Students
  - Decide how you will "sell" the flipped classroom to students. There will be pushback!
  -
- Flipping Parents
  - Letter to parents BEFORE school starts
    - Email a statement or video to parents
    - Letter that must be signed
      - What a flipped class is
      - Why you are flipping
      - Student expectations
      - What class time will look like



- Check Your Students
  - Accountability: What will students need to do to prove they watched the video? Or will you make them prove it at all?
    - Check notes, take quizzes, hidden "key words" in videos
    - Use EDpuzzle to add quizzes and get the results and info about who watched the video
  - Assigned due dates: Will you assign due dates for each video individually? Or have them all due at the end of a unit?
  - Homework vs. Class time: Will you let students watch the videos in class or make them strictly a homework assignment?
  - Demonstrate how to watch an educational video.
    - On first day, watch first video in class. Show students how they should be using these to learn

- Classtime
  - Best practices still apply!
  - Chaos is okay!
    - Students will be doing a variety of different tasks. Looks chaotic to an outsider.
  - Don't reteach!
    - Punishing kids that did their homework. Telling the kids who didn't that it's okay, and they don't really need to watch the videos.
    - Sometimes, you may need to go back over a specific topic, but don't go back over everything the video did.
  - Give up control
  - Be consistent
  - Stand your ground and commit!
- Classtime with Your Flipping Students
  - The most important part of a flipped class
  - Extra time! Utilize it! Make it valuable and engaging!
  - Ideas:
    - Inquiry based activities
    - Alternative assessments
    - Genius Hour/20% Project
    - Labs and Hands-On Activities
    - Peer instruction
- Checklist for students:
  - All labs/activities for the unit listed
    - Put approximate amount of time each activity will take
  - Grade and give feedback immediately
    - Don't sign off until 100% correct
  - All labs set up for the entire unit
- Typical Day:
  - First: Bell Ringer
    - Warm-up
    - Something interactive and fun
  - Second: Post-it Discussion
    - Write question on sticky note and post it on board.
    - If many similar questions, go over on board. Otherwise, see students individually
    - Could use technology: Today's Meet, etc.
  - Third: Activities/Labs
    - Students choose what to work on from their checklist

Making the Grade

Formative Assessment Ideas

- Gradecam Mark Collection
- Does this one work? Can anyone tell me? https://itunes.apple.com/ca/app/gradecam-insight/id585515572?mt=8
- m.socrative.com - Create quick quizzes with simple questions to respond to.
- Tip/Tip/Tell
- http://quizlet.com/44774425/all-a
- bout-assessment-flash-cards/
- PollEverywhere Quiz http://www.polleverywhere.com/

Face to face, low pressure, coaching to help them.

- You need to coach kids to interact with ALL kids in the classroom.
- Using this information to come up with a grade.

Assessment to PROMOTE learning to a deeper level.

- http://missgrayscience.weebly.com/flipped-classroom.html
- What did he get right?

Content Mastery

- AnswerGarden http://answergarden.ch/
    - less characters than twitter - can export it as a wordle and make it work nice. (Start of the year - type in terms about my class and create a wordle).
- Grading Student Behaviour ?
- Grades for Content ?
- Deduct for Late work?
- Academic dishonesty? Don't just mark it and cheating needs to be made a BIG deal of!
- Group Work?
    - Be Intentional - do not let the computer do all the calculating!
    - We can individualize - use the student self evaluation to help determine the pacing with individual kids. (Self paced kids are working at their own speed).
    - What to Learn ? How to Learn it? How to Prove it?
- Use Photo Album approach, rather than a Snapshot approach. (Tomlinson and McTighe book)
- There should be no penalty for practice.
- If a student comes to you and wants to redo a test you can respond
    - "Do all the homework in the package - then you can retake the test!"

So You Flipped Your Classroom, Now What? Peer Instruction
Flipped Peer Instruction--Troy Faulkner and Dave Warneke

- Flipped Learning vs Flipped Classroom
- Flipped--Peer Instruction
    - What to do with time in class?
        - Peers can help kids meet the hurdle better than someone farther from the hurdle (like the teacher)

- The Process:
  i. kid answers the question on his own, guess if needed. Commit to the answer.
  ii. Kid discusses with another student; each tries to convince the other he is correct.

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5 Ways to Make Engaging Flipping Videos

- http://www.flippingphysics.com/flipcon14.html I'll definitely have to go back when these are available online after July1!
- Video available at https://www.youtube.com/watch?v=yCS_-vy9LhM&feature=youtu.be

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Planning for Flipped Class Success

Presented by: Heather Witten (@SraWitten) hawitten@gmail.com
www.spanishflippedclass.blogspot.com (presentation slides on blog)

- Goals:
  - Give concrete ideas to garner support for flip
    - administration, parent, students
    - Admin Support:
      - Demonstrate documents information and proven success
        - Definition of flipped learning
        - Use and creation of online resources
      - Discuss desired outcomes
        - What do you expect to achieve? How will you document?
      - Technology Needs
        - Increased access to technology, higher bandwidth, BYOT
    - Parent support:
      - Communication!!
        - Explain the flipped class and expected outcomes
        - Detail student expectations
        - Try to address objections before they arise
        - Encourage parents to come to you with questions before you begin
        - Parent Video
          - PalToon.com
    - Student support:
      - Explain expectations clearly at the onset.
      - Crucial to keep students involved
      - Get student feedback! And use it!
      - Ensure assignments are "doable" at home.

            - 3-5 Minute videos
        - Keep time spent on content reasonable
    - Planning curriculum for success
        - choosing curriculum for flip
        - accountability for flipped curriculum
        - choosing class activities to maximize content focused class time
    - Teaching students how to be successful in the flipped class
        - Teacher expectations
            - Demonstrate
            - Show Examples
            - Make a plan!
        - Student options for issues:
            - Falling behind
            - Comprehension questions
            - Tech complications

TechSmith
TechSmith: The Human Side of Digital Learning: bit.ly/1v5ru3Y

Flipping is NOT a Trend

Presented by: Taylor Pettis, from Sophia.org
http://www.sophia.org/flipped-classroom-survey

Research based on surveys of flipping educators. Who is flipping?

- Online survey of 2,358 educators by Sophia compared with the data also gathered by Flipped Learning Network
- 9/10 teachers are familiar with the term Flipped Learning
- 78% of teachers have tried to flip at least one lesson.
- About 82% of educators are in their first 2 years of flipping, only 4% have been flipping for more than 5 years.
- Majority of flipping is done at the high school level, though more middle school teachers are also trying this approach.
- 46% of teachers flipping their classroom have been teaching for 16 years or longer.
- 96% of teachers who have flipped a lesson would recommend it for other teachers
    - Why?
        - 28% more interactive learning environment
        - 28% more time to interact with students
        - 27% using class time to delve deeper into concepts
        - 26% digital skills
        - 3% because other teachers are doing it

- 93% of teachers who are flipping their classroom started as their own initiative, which indicates the nature of Flipped Learning as a grassroots movement.

How do flipping teachers connect?

- Sophia.org (free professional development via monthly webinars and certificate program)
- Monday night at 8pm EDT #flipclass
- Teacher blogs
- FLN Ning at www.flippedclassroom.org
- YouTube
- Twitter PLN
- FlipCon!
- District/Regional Professional Development

Does flipping make a difference in grades?

- 71% of teachers stated improved grades
    - 66% improvement measured by formative assessments
    - 47% witnessed improved scores on summative tests
    - 20% witnessed improved results on standardized tests
- 80% of teachers indicated improved student motivation
- 64% said their classroom culture improved

Teacher feedback:

- Flipping allows for greater differentiation and support of individual learners. That support inside the classroom bears out in state standardized tests from flipping teachers. (Texas physics teacher)
- Data is similar from flipping teachers in Taiwan

Do I need to flip every lesson?

- No! 45% of teachers report choose to flip only 1 to 2 days a week. Only 5.4% of teachers report that they flip everyday.
- Start with a lesson/unit.
- 77% of teachers have students watch videos they create
- 52% of teachers share videos with students that others have created
- 30% are willing to assign content created by education vendors

What's next for flipped learning?

- more primary teacher interested in flipping
- more college/universities using flipped approach
- more districts offering flipped PD and flipped meetings
- flipping as a mainstream, starting to be added into pre-service teaching curriculums

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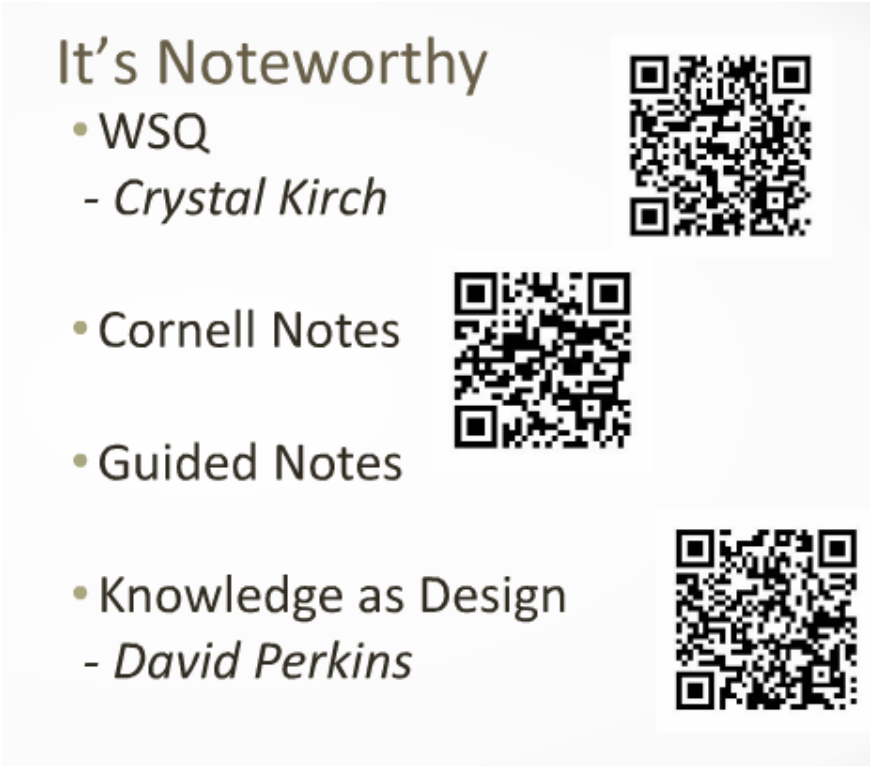
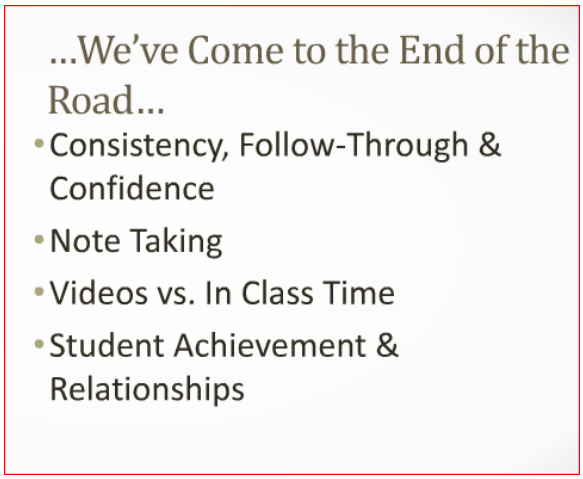
What if? What if? What is?

- Three Big Flipping Questions:
    - What if students don't watch the videos?
        - Consistency, Follow-through, and Confidence
        - Consistency:
            - Have a battle plan set and stick with it
            - When they watch videos, what they do with videos, what they do with videos the next day
        - Follow-through:
            - If they don't watch, you need to get them right away
                - Call home, etc.
            - Outline rules right away
            - Don't reteach in class for students who didn't watch.
        - "First you train 'em, then you teach 'em."
            - Show kids HOW to watch videos.
                - Let one student control the video. Others will probably not like their choice of pause/rewind, and will "get" why being able to pause their teacher is awesome.
            - Set expectations for what students should do with a video.
        - Confidence:
            - Let parents know in advance! Send a letter.
                - Share with administration.
                - Make a video!
            - Lots of communication.
        - What reaction do you want?
            - Excited students! Enthusiasm!
                - Put some personality into the video! Don't be monotone.



    - What if there is limited access to technology?
        - Burn videos onto DVDs, flash drives.
        - Most kids do have smart phones… If they can Facebook, Twitter, SnapChat, etc., they can watch a youtube video.
    - What is done with class time after the video?
        - Bloom's Taxonomy: Focus on apply, analyze, evaluate, and create for in-class time.
        - Inquiry activity
        - "Stretch your brain" activity
        - Checking for understanding
            - 3-2-1: 3 things you learned, 2 questions you could ask to make sure someone else understands the material, 1 questions you still have
            - Pop quizzes
            - Note checks
            - You might not get to all content in video
                - Recap or application in class
                - Delve deeper
        - Get feedback from students!
            - What did you like? Not like?
            - Do you think you did better?
- What does a flipped classroom look like?
    - Immediate feedback

    - Personal connection to students
    - Application is king
    - More one-on-one time, answering questions
    - Moving students to higher order thinking
- Need to prepare yourself, student,s parents, administration
- embed questions, directions, to dos..
- Give students a certain time to watch the video...double time for video to view videos
- http://flippingwithkirch.blogspot.com/2012/01/my-favorite-wsq.html?m=1
- http://lrieber.coe.uga.edu/edit6150/knowledgeasdesign.html
- camtasia is amazing $70 NOW
- TouchCast is amazing and free right now
- in class focus on the top 4 in Blooms
- flipping allows activity time in class…
- http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- flipping changes the way the classroom works: communicating, confer, engage
- checking for understanding: 3,2,1 3 you learn 2 q you could ask illustrating comprehension and 1 more q you have
- http://www.coetail.com/drewdavisphysics/files/2013/02/screen-shot-2012-03-12-at-10-27-22-am.png
- solicit feedback..ask for improvements, then **use** their feedback- it shows working together and that you care
- parent feedback too,
- tier your in class activities difficulty levels: 1,2,3,maybe 4...at first all start at 1 then move on up..eventually some students may begin at 2 or 3...
- 

Flipping Like a Ninja

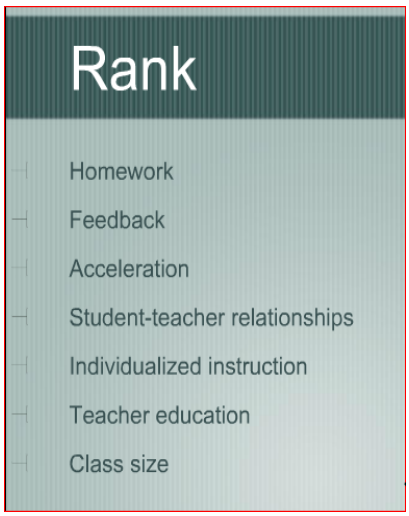
http://www.eduallstars.com/

Flipping Mastery

Flipping Mastery: Brian Gervase

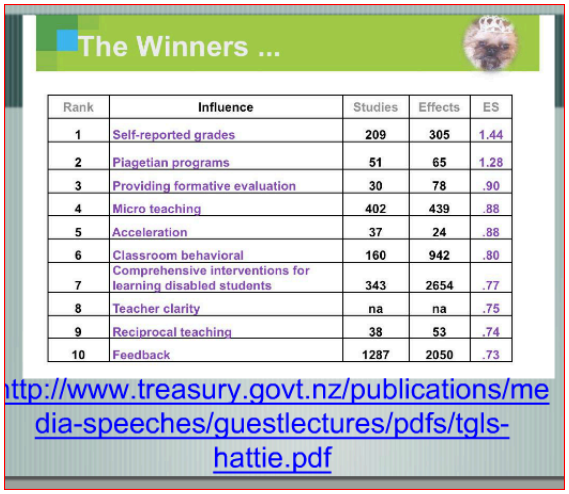
- What would YOU do if you were starting a brand new school?
- Biggest hurdles for traditional flipped classroom?
    - If kids don't watch the videos….
- Move to Mastery Flip
    - Portfolios allow for a better picture of the student (and his skills) as an individual
    - "Everything changes in a mastery classroom..." because students choose WHEN to take the unit assessment
    - Make your videos REQUIRED in #flipclass rather than checked homework. Focus on mastery
        - Can't move on until they can DO what's required

TechSmith: Flipping Feedback: April Gudenrath



1. Acceleration

2. Feedback
3. Relationships
4. Homework
5. Individualize instruction
6. class size
7. teacher education



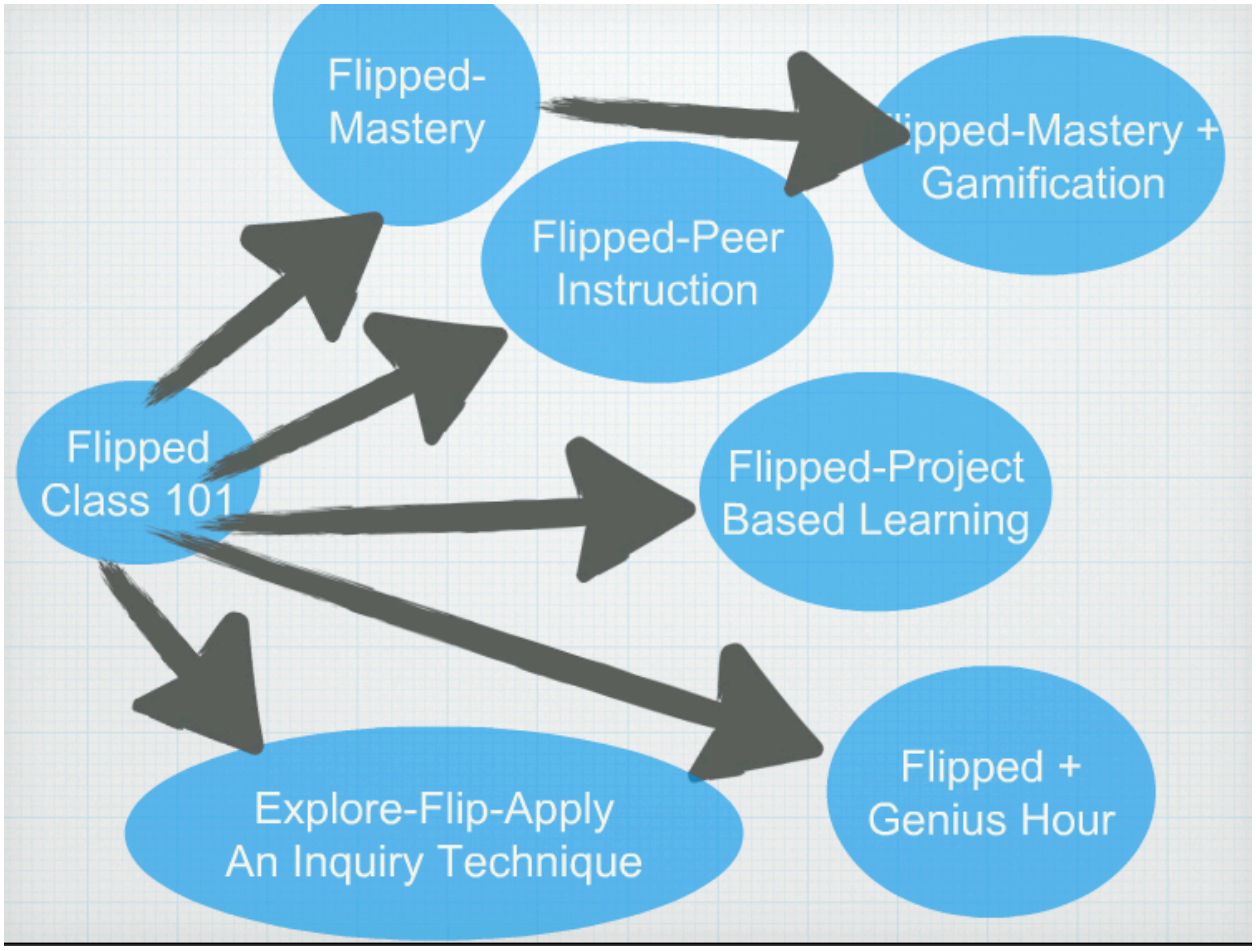
- Flipping saves teachers from burnout
- Resources: hippocampus, ted ed. SAS Curriculum Pathways
- SAS- free with different content areas
- Feedback- have students reflect on their grade BEFORE teacher grade.

KEYNOTE: Flipped Learning the Second Iteration, Aaron Sams and Jon Bergmann

Homework and archived sessions at flipcon14.org, ebulletin board for updates and notices: bit.ly/e-Board

- Our students live in a world different than the one in which we grew up. So why do many of our classrooms still look so similar to those that we sat in years ago?
- Classrooms should be spaces of collaboration, inquiry, and exploration.
- How do we encourage curiosity in our classrooms?
- How do we help students who do not come from educationally privileged homes?
    - cultivating supportive learning environments.
    - change how we organize our lessons so that the work students struggle with is done in the classroom with the support of both peers and teacher
    - spend time on those higher level, complex learning activities while students are in the classroom.
    - What's the best use of your face-to-face class time?
        - Be a facilitator of learning experiences

- Flipped learning is a transitional strategy - a bridge - to move from the teacher-centered classroom to the learner-centered classroom.
- Flipped learning is moving toward mastery



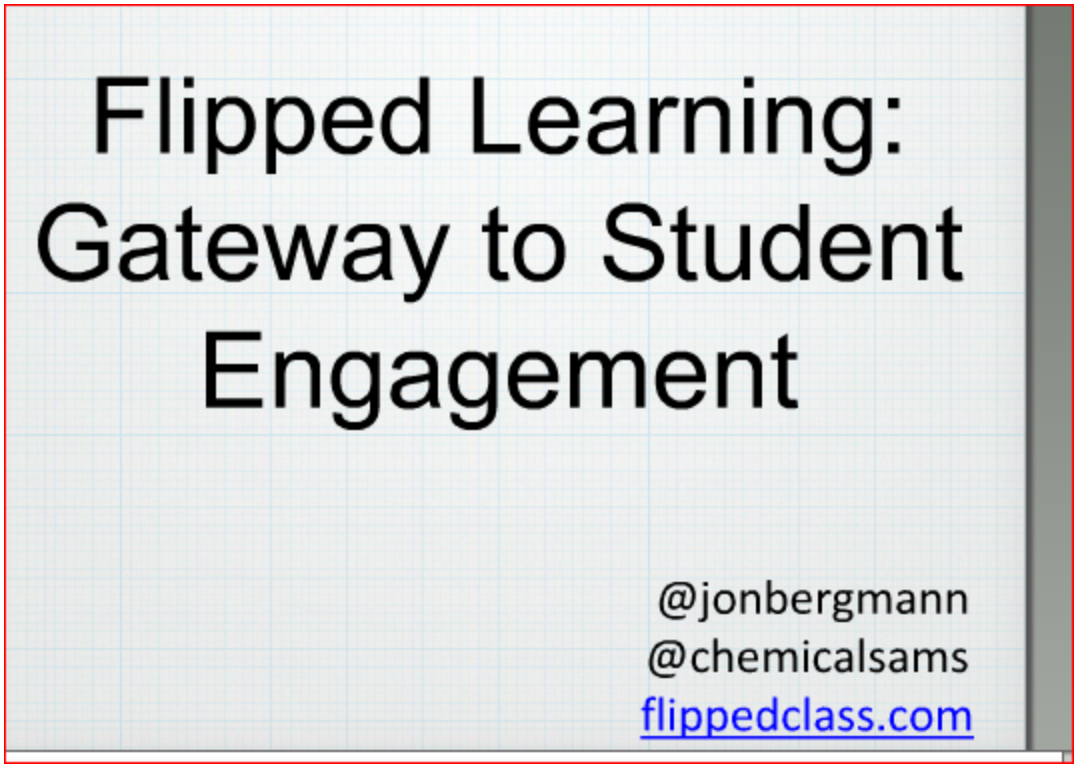
Considerations for moving toward ma
Plenary Session 3 : Jon Bergman and Aaron Sams
Virtual Sessions links:

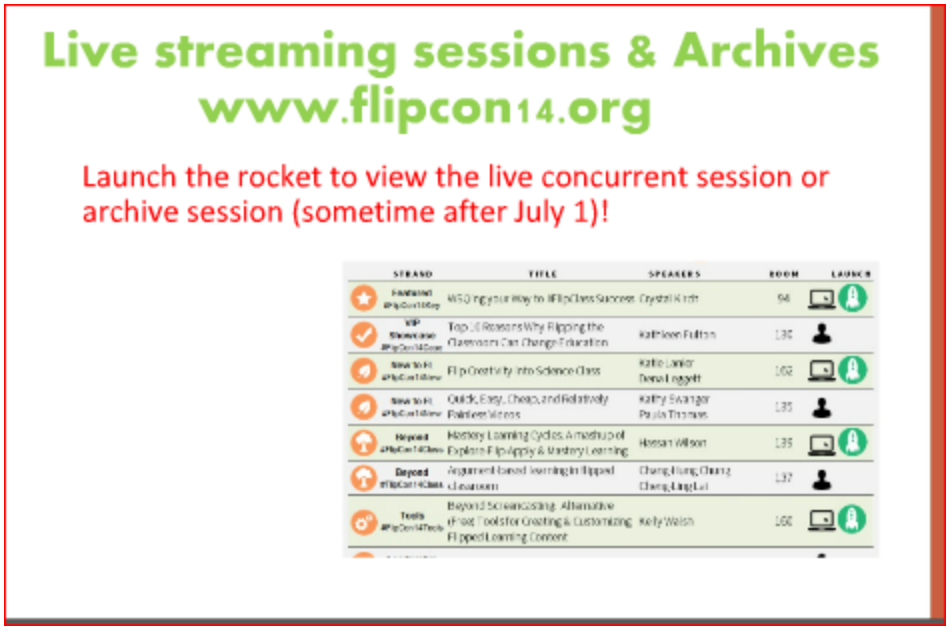
URLs to know

Online interactive program available at
flipcon14.org
For homework and archived sessions

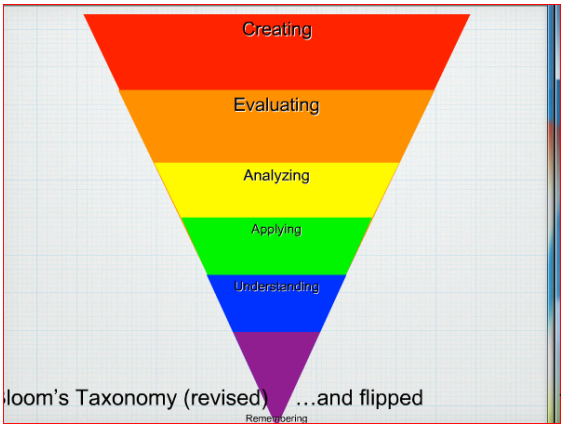
e-Bulletin Board for updates & notices
bit.ly/e-Board
For the CEU Form to Submit for hours

CEU Hours: e-bulletin board links..hours online and with archives
For virtual attendees only...do not share!

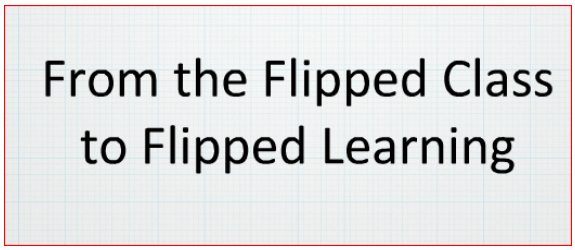




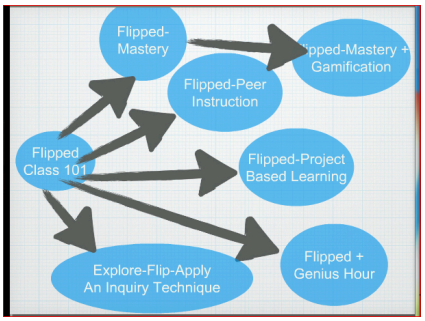
- Flipped classroom can be for students who march to different drums...it can change their life. Maybe awkward kids that dont quite fit in.
- The world has changed since we were in school.
- library, textbooks, heads of our teachers were the places we could get information
- under 30's don't understand microfiche
- memorabilia-
- move away from teacher centered classrooms to active, engaged, move from "this to these"..there is no ONE way...freedom to customize for teachers and students
- traditionally-We send kids home to do the HARD stuff.
- traditionally-Easy stuff is done in class
- The top 4 on Bloom's is what kids need help with...but traditionally we have been sending students home to do this.
- Unless the home is educationally rich...they just cannot get it at home..they don't have the resources
- So let's Flip Bloom's :



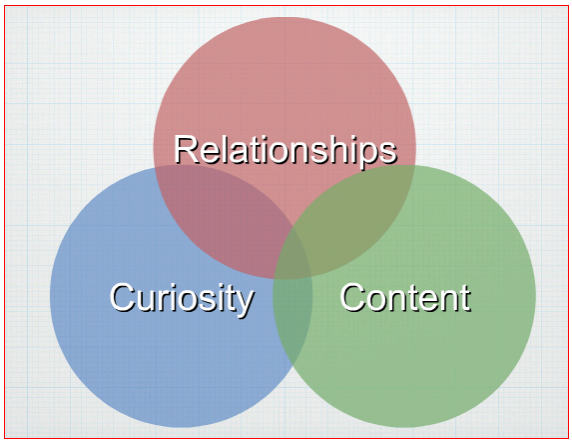
- So let's have the teachers do the hard stuff with the kids at school.
- Ask ONE question:What is the best use of your face-to-face class time…
- do not disseminate knowledge, but have them do more
- move from...to….Flipping is a bridge..a transition tool..move from teacher centered to student centered



- From flipped class to flipped learning...project? gaming?
- Don't stay at flipped class 101
- Content: stuff we need to teach because kids don't know what they don't know



- Teaching Teachers...flip your professional development..
  - portfolios- digital portfolios.
  - admin= bergman says we would love you to flip your PD's….
  - guest April:Flipped Writing Assessment- students hand in papers with a 10 step plan (10 steps? I wonder what they are? Move from editor to content role...for example: "I am scared of writing, I am a horrible writer."
- Curiosity-content is no problem- curiosity is what helps students dig deeper.
- Crystal Kirch- teaches in a Title 1 school-A students are going to get A no matter what we do. But students have to come to class with HOT Q. How does this connect to that..How is this something we really use in real life? There is so much more we can do with class time than the bottom two on Bloom's
- Tom Driscoll- 20 time projects- segment a certain time for students to link some kind of problem that may be local but with global implications...or at least something that is community-wide. This empowers kids. There is time for this because we flip.
- Delia Bush , guest, - 5th grade MI teacher Title 1-spoke of 5th" grade itis"
- The theme here is about RELATIONSHIPS, the connections we have with our students
- Intersection between content, curiosity, and relationship



- content only-cold
- curiosity only-chaos
- relationships only- mush
- You need all three.
- Show me in a meaningful way that you learned the “stuff”
- If you could be replaced by a YouTube video…..you should be….controversial maybe, but true
- Everything you teach, there is a YouTube video for that...we have to change so you Have to Have to Have.
- what can you say to show teachers are invaluable
- teach/engage/prepare children for this world.

A Mash-Up of Mastery Learning and Explore-Flip-Apply

Presented by @wilsonsbiolab
Session notes: http://goo.gl/qq8DIm
Presentation: http://goo.gl/8Doh7j

Mastery Learning:

- In a flipped class, mastery is asynchronous. Revise and retake until mastery is demonstrated.
- Benefits of mastery:
    - kids don’t slip through or move-on when they are not ready to understand the next concept.
        - allows for choice and student ownership over their learning.
    - mastery allows for differentiation - kids who need support, get it while those who move at a faster pace, learn through more challenging enrichment activities
    - Revisions and retakes lead to growth mindset

WSQing Your Way to Success

@CrystalKirch

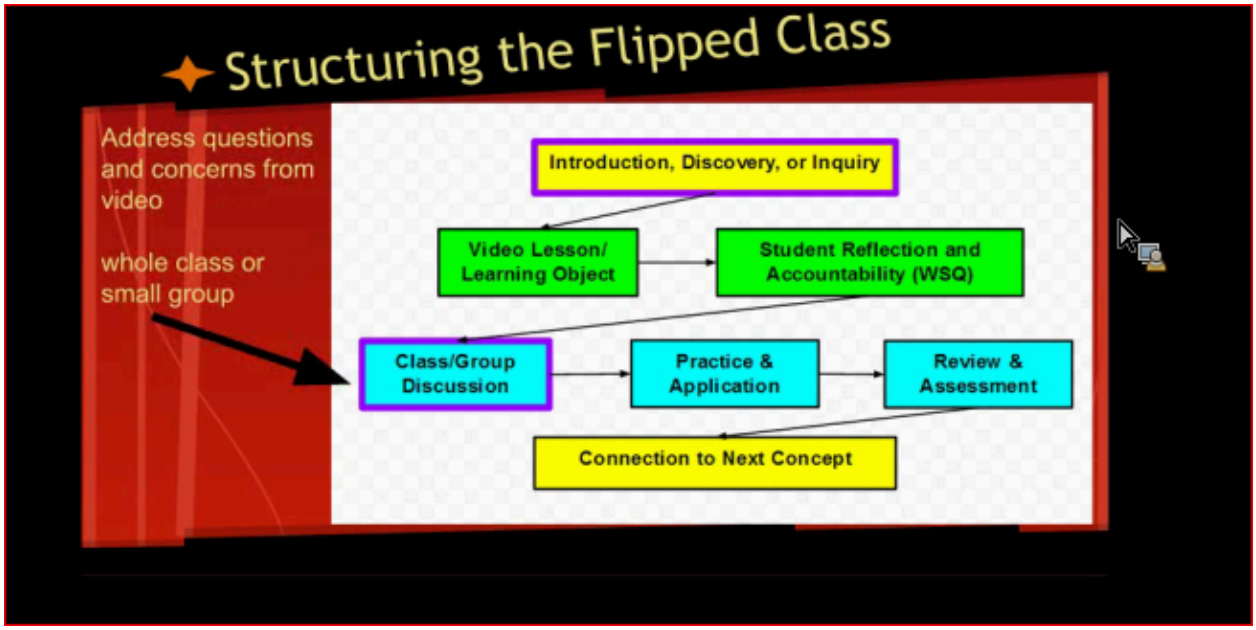
- Started with Flip 101
    - How to assess what students were learning?
    - bit.ly/1pOCwuO
    - WSQ--Watch, Summarize, Question
        - Students will need guidance on the summarize and question; include scaffolding: Sentence frames, for example
        - PROCESSING!!
        - H-O-T type questions (Higher Order Thinking)
            - ask a question even if they don't have it
                - a confusion
                - a discussion (a think like a teacher question)
                - an example
    - From Crystal's preso:
        - Structuring the Flipped Class
            - Introduction, Discovery, INquiry
            - Video Lesson/Learning Object-->WSQ
                - Kid should do this at home; if they don't, go to side of classroom and do it now
            - Class/Group discussion
            - Practice and Application
            - Review and Assessment
            - Connection to Next Concept
    - Purpose of the WSQ: Organization
    - Purpose of the WSQ: Accountability
        - WSQ is in a Google Form
        - V Lookup Script
            - Lets you look up who hasn't completed the WSQ
        - Lookup Range Script
            - Lets you merge responses from all WSQs for the year/unit into one spreadsheet, to see student progress
    - Purpose of the WSQ: Processing
    - Purpose of the WSQ: Feedback (FOR teacher)
        - Shows misconceptions
        - Molds and shapes the class time
    - TWIRLS: Thinking, Writing, Interacting, Reading, Listening, Speaking (See more at http://flippingwithkirch.blogspot.com/p/faq.html
    - Purpose of the WSQ: Discussion

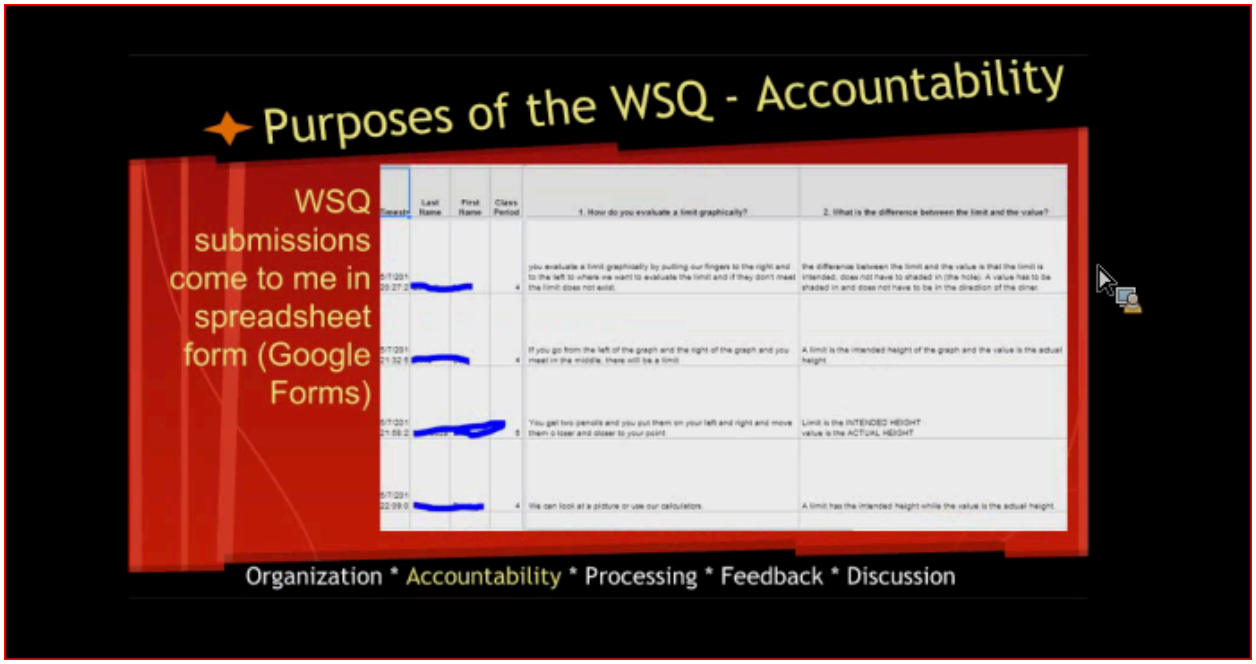
Flipping Canonical Texts
Presented by: Kate Baker (@KtBkr4) and Troy Cockrum (@tcockrum)

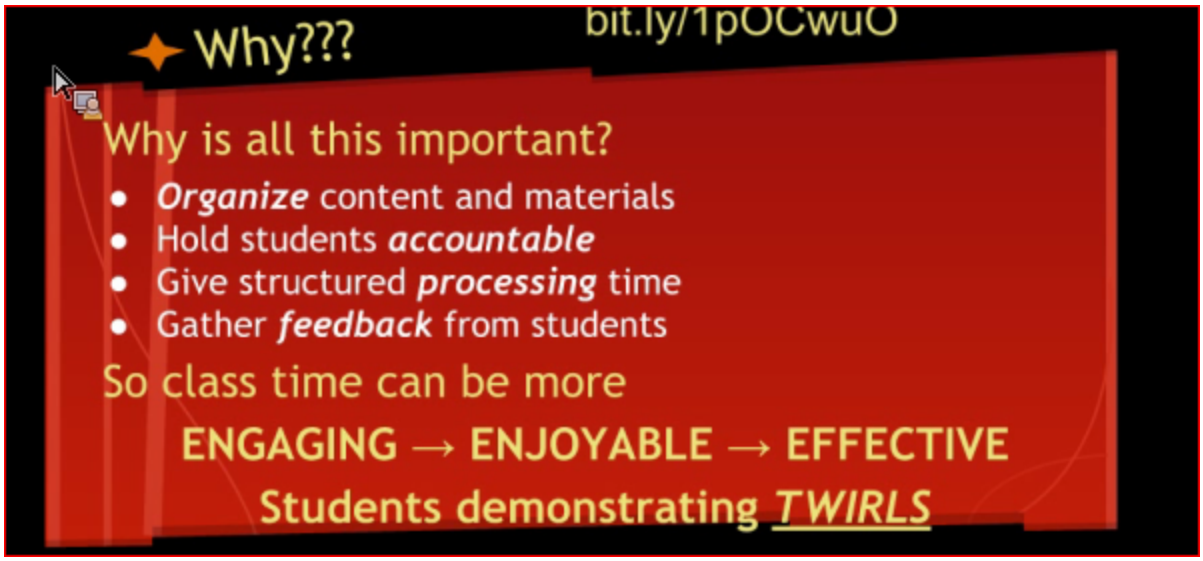
Presentation Materials: https://t.co/RauJzOhSpU

The Courage to Fail
Presented by: Lindsay Cole(@LindsayBCole) and Cheryl Morris(@Guster4Lovers)
Presentation: bit.ly/flipconfail

- As students work:
    - Hesitation
    - Inactivity
    - Working through ideas on separate paper instead of lab book
    - **They're afraid to be wrong!**
- "No Questions" Activity
    - Concrete task
    - No questions allowed! Figure it out!
    - Some students end up just wanting the answer, to be told what to do.
    - Failure isn't something they've experienced.
- Creating the Atmosphere
    - School is the right place to be wrong.
    - Acknowledgements:
        - Learning is tough!
            - "We get it. We know this is going to be hard."
            - Can begin to emphasize that we're here to do it together.
            - Students: If we're all on the same page, I'm more willing to take that next step…
        - The thought process - not just the answer
            - Emphasize: Thinking out loud.
            - Neon expo markers on black top tables!!
                - Write out your thoughts on the table
        - This kind of connection isn't immediate
            - Need a little "getting to know you" time
            - This will open doors to more questions & fewer "I don't knows"
            - Do something ridiculous together
- Growth vs. Fixed Mindset

    - Two ways to think about intelligence:
        - Fixed = everyone has a fixed amount of “smartness”
        - Growth = intelligence is about effort and learning
    - “Mindset” by Carol Dweck
        - mindsetonline.com
    - If the goal is “trying my best” the only way to fail is to not try.
- “Disco” = discussion
    - small collaborative groups initiated by WSQs
    - provides safer area for questions and going out on a limb
    - Lets teacher sit down and converse with students
        - They see it as “we’re all in it together”
    - Remember: having a good discussion means having a lot of bad ones first.
- Grammarly: input text and get list of mistakes. Students get # of mistakes, but not where they are.
- Teachers need courage too! Don’t be afraid to be wrong!
    - Try something new!
        - #epicfailhappens
    - Loss of respect if wrong
    - Worry of admin approval
- 





Thinking Writing Interacting Reading Listening Speaking: This is what to do during class time.

Check out DESMOS

Find Kirsch's site: http://goo.gl/wZdxGX