

FLIP IT: YOU, YOUR
CLASS, YOUR
STUDENTS

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&

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AGENDA

- Brief explanation of FLIPPED Classrooms
- Discussion of our journey to the FLIPPED classroom and the materials we have chosen
- Work on your own to create a class on Edmodo with as much as or as little guidance from us as you want

FLIPPED CLASSROOM?



The Flipped Classroom
Teacher's Role: Guide on the Side



Image Source: <http://edudemic.com/wp-content/uploads/2011/12/flipped-classroom1.jpg>

Image Source: <http://21centuryedtech.files.wordpress.com/2012/07/flipped.jpg> <http://blog.wsd.net/skamp/files/2011/10/The-flipped-classroom.jpg>

Image Source: <http://www.citelighter.com/people/saad-alam/knowledgecards/the-flipped-classroom>

THREE QUESTIONS

- Do the majority of your students complete homework on time and on a consistent basis?
- Do all of your students have access to the internet at home?
- Do you have the time necessary to create high quality instructional videos?

WHY WE FLIPPED

- Not happy with the disconnect with our students.
- Heard lectures at the 2012 eTech Conference on flipping classrooms.
- Our students are “Digital Natives”
- We owed it to our students to change the way things were done.

CONSIDERATIONS

- Do WE have the technology necessary to pull this off?

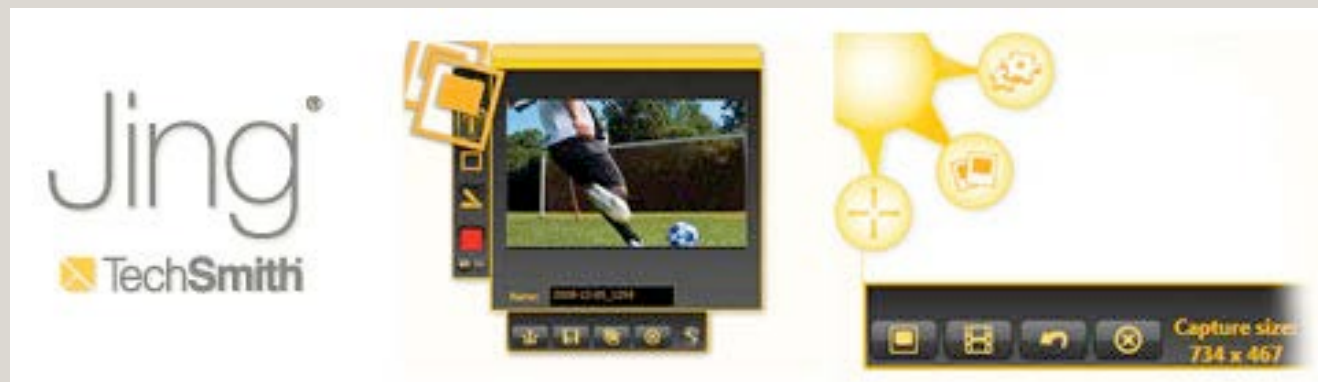


CONSIDERATIONS

- Screen Capturing Software

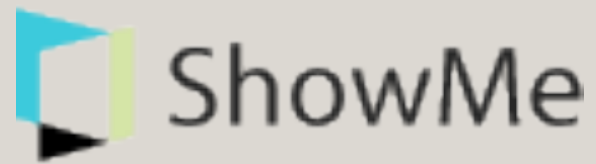


Camtasia Studio®



CONSIDERATIONS

- A method for demonstrating examples



CONSIDERATIONS

- A way to organize and share our content



CONSIDERATIONS

- Online environment where class materials can be organized for student retrieval



CONSIDERATIONS

- Do students have internet access outside of the school?

The logo for an Apple iPhone, featuring the white Apple logo and the word "iPhone" in white text on a black rectangular background.

iPhone

The logo for Droid, featuring the word "DROID" in a stylized, glowing white font on a black rectangular background. Below it, the text "TEST FREAKS" is visible in a smaller, red font.

DROID

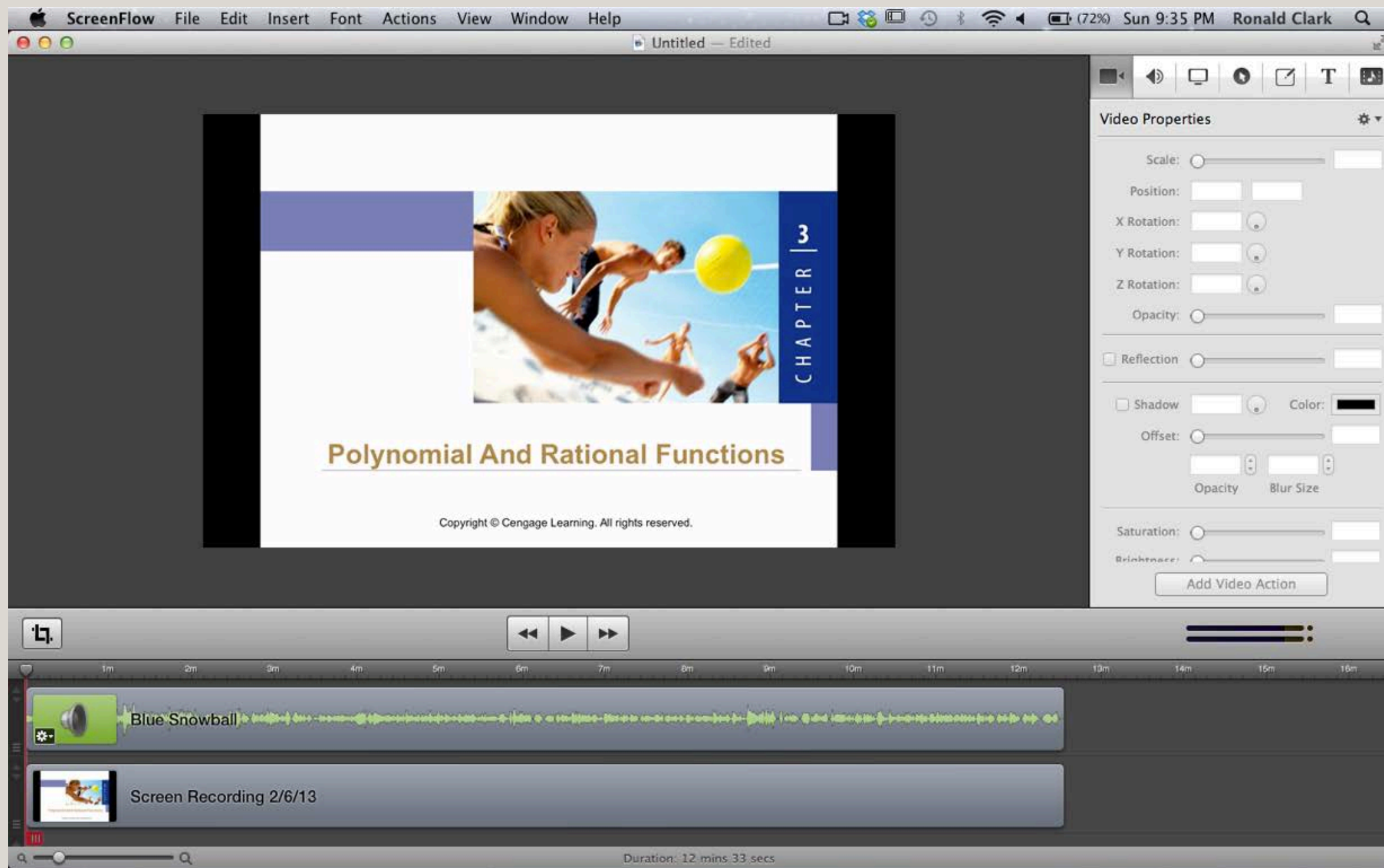
TEST FREAKS

CONSIDERATIONS

- How do we assess?
- Will the students take ownership?

OUR START

- Recorded our lectures



OUR START

- We made ShowMe's of our material

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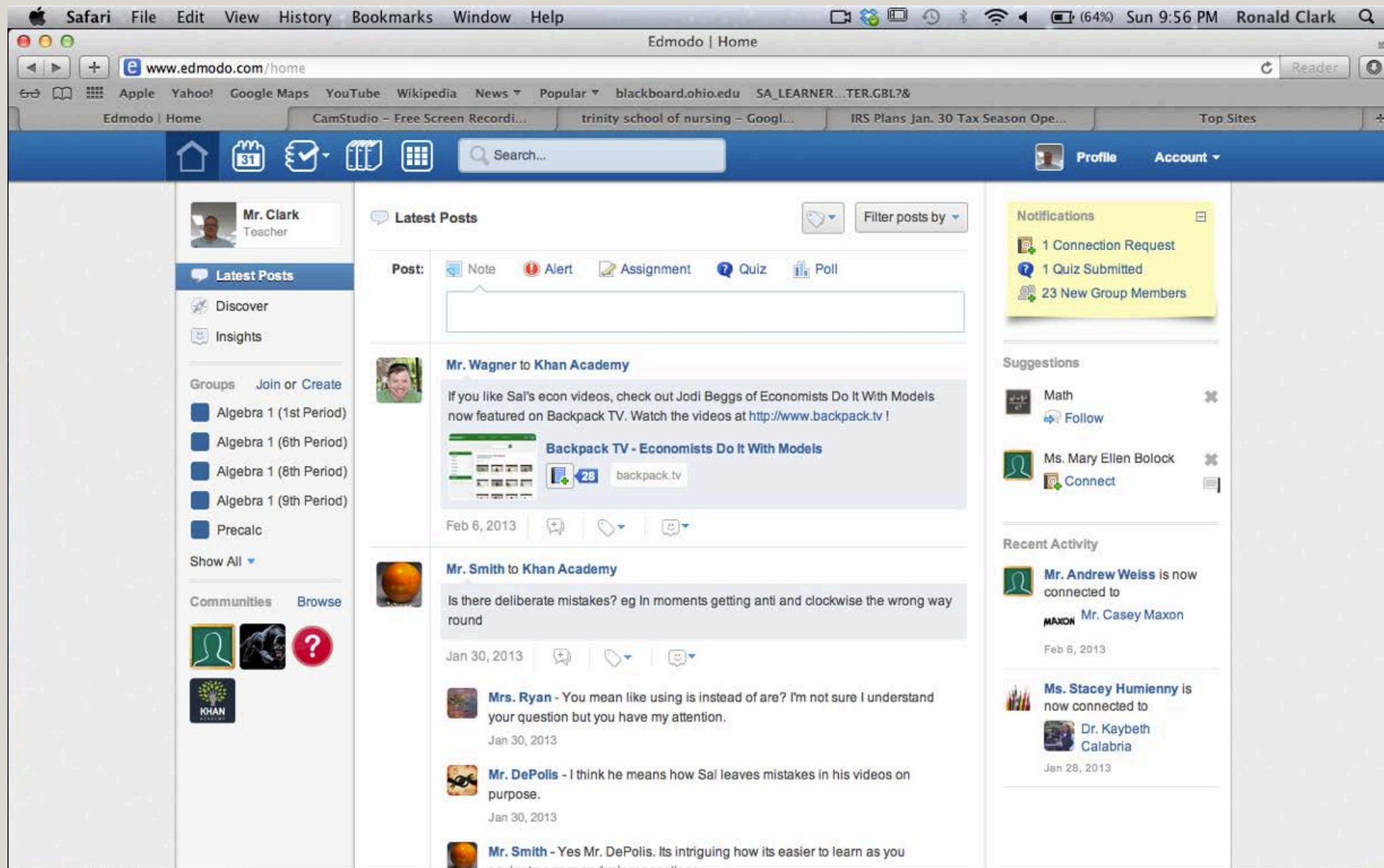
ShowMe Learn any topic Create a ShowMe Search ShowMes, topics and people Ronald Clark

Graph the rational function $f(x) = \frac{1}{x}$ & state the domain & range.

PC SEC 3.7 EX 1 by JEFF MERRILL Like Share

OUR START

- We set up classes in Edmodo



OUR START

- After confirming that our students had internet access, we had them create accounts on Edmodo

The screenshot shows the Edmodo website interface in a Safari browser window. The browser's address bar displays 'www.edmodo.com/home#/'. The page title is 'Edmodo | Home'. The main content area shows a group page for 'OETC 2013 BYOD'. The group code is 'bh0h1y'. The page includes a navigation bar with 'Home', 'Calendar', 'Checklist', 'Books', and 'Calendar' icons, a search bar, and 'Profile' and 'Account' links. The left sidebar shows the user's profile as 'Mr. MERRILL Teacher' and a list of groups including 'OETC 2013 BYOD', 'PRECALCULUS 4', 'PRECALCULUS 6', and 'PRECALCULUS 9'. The main content area features a 'Post' section with options for Note, Alert, Assignment, Quiz, and Poll, and a 'Your classroom is ready for students!' section with three numbered steps: 1. Invite students to join by giving them your Group Code: bh0h1y; 2. Lock the Group Code once your students have joined and make sure not to post it publicly; 3. Share folders, create assignments, and get your classroom discussion going. The right sidebar shows 'Notifications (58)', 'OETC 2013 BYOD' group settings, and 'Recent Activity'.

THE ROADBLOCKS

- At first there were struggles
 - WE struggled to KEEP up and maintain high quality instruction ONLINE
 - The students struggled with the new method of delivery
 - There was a power struggle in the classroom with threats of a mutiny

THE WORKAROUNDS

- Students' requested time "IN THE CLASSROOM" to freely ask questions as a group before graded homework was turned in.
- We have had to allow access to lectures at school and in some cases dump them on jump drives

WHERE ARE WE NOW?

- Some students still do not like it (But they live with it!)
- Most students are fully on board and have become more responsible in their own learning.
- Some students have expressed how they have learned to better navigate a math text because of the setup of the course

WHERE ARE WE GOING?

- We and our students realize that this is going to be a work-in-progress
- We are constantly asking for feedback and evaluating ourselves so we can better serve our students
- We are looking to FLIP other courses we teach
- By year three, we would like to have the course self-paced

YOUR TURN

- Questions?
- Work on your own and we can help you get set up.

Ron



Jeff

