Flipped Learning: Curated Content & Instructor-Created Content

Why Flip?

The **goal** of flipped learning is to move lectures and **preparatory materials outside** of class so that **class time** is spent **applying and engaging** the concepts and providing students with **support and feedback**.

Online Lesson & Formative Asst → In Class Activity & Formative Asst → Summative Assessment

Planning a Flipped Lesson

- Start with a **clear learning outcome**: "What should my students know or be able to do as a result of this lesson?"

- Design the online lesson using **curated content** (lessons available through online resources), **instructor-created content** (lessons built from scratch), or a combination of both.

- Include professional quality **audio and visual** components to the online lesson.

- Embed **assessments**, such as quizzes, writing prompts, or thoughtful questions within the online lesson to foster active engagement , ensure accountability, and provide a low-stakes (formative) assessment to measure learning.

- Align the online lesson to the active learning in-class activity by asking, "**What does the online lesson prepare students to do in class?** How will I know learning has occurred?"

- Invite **feedback** from students to improve your lesson and teaching methods.

What Does the Research Suggest?

- The authors noted that "traditional classroom lectures can slow down the learning experience of some students while frustrating those who cannot keep up with comprehension. [. . . .] Noted benefits of the system include improved teacher-student interaction, increased opportunities for real-time feedback, and improved student engagement" (Goodwin and Miller, 2013)

- "Flipping the classroom utilizes readily accessible technology in order to free class time from lecture [. . .] Using class time for active learning provides opportunities for greater teacher-to-student mentoring and peer-to-peer collaboration" (Roehl, Reddy, and Shannon, 2013)

- Using "educational technology [can] improve lessons and provide more in-class time for discussions. The authors suggest that more time be devoted to activities that lead to deeper knowledge rather than simply cover basic material. Noted benefits of educational technology include leveraging class time, restructuring learning activities, and providing opportunities for

Tools for Curating Content

TED Ed
Short video lessons that include comprehension and discussion questions across multiple subjects (science, art, business); searchable by topic and sortable by length

KHAN ACADEMY
Video lessons on mostly math and science with quizzes and progress tracking (if you sign up as an educator)

Vessel
A newer video host that offers high quality edutainment videos; free but offers subscription service for early access to new videos

YouTube
Thousands of videos on any subject; requires some sifting/searching to find the right "fit" for a lesson

Tools for Creating Content

Presentations

Create slides and record narration

HAIKU DECK
Web-based program; presentations can be emailed or embedded

Prezi
Create animated presentations; works best for non-linear approaches; free and paid versions

Screen Recording

Record your screen with narration

Jing · **SCREENCAST O MATIC** · **screenr**

And more..!

SoftChalk
Create complete lessons with images, text, and video; include quizzes to check comprehension

Camtasia Studio
Edit video and add titles and transitions

YouTube Capture
Record and edit video to post to YouTube

Things to Consider When Using Online Lessons

For You

♦ Alignment–embed assessments in the online lesson and prepare students for in-class activity—this may be more challenging with curated content

♦ Clear expectations—tell students what you are doing and why

♦ Training—model this style of instruction first to establish the right conditions

♦ ADA—include captions, transcripts, accessibility options, etc.

For Your Students

♦ Frustration—create an open dialogue to prevent some students from becoming frustrated and resisting this method

♦ Access—consider the access that students have to technology; are there alternative means? What happens when something "doesn't work right"?

♦ Time—give students time estimates for completion of the online lesson and assessment