

The flipped woossep

Flipped Classroom Methodology
through blackboard

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Contents

- Flipped classroom
- Resources and tools for the development of a “Flipped classroom” methodology
- Design and development of a flipped classroom course in blackboard

**“What really matters is to
generate an efficient and
dynamic learning environment in
the classroom”**

Flipped classroom

- Its origin comes from the experiments carried out by professors Jonathan Bergman and Aaron Sams from Woodland Park High School in Colorado, USA.
- In 2007, they discovered a software that was able to record Powerpoint presentations in order to share them with those students who missed classes.
- Online lectures started growing and spreading swiftly.

Visual Representation

Traditional Classroom



+



- Instructor prepares material to be delivered in class.

- Students listen to lectures and other guided instruction in class and take notes.

- Homework is assigned to demonstrate understanding.

Flipped Classroom



- Instructor records and shares lectures outside of class.

- Students watch / listen to lectures before coming to class.

- Class time is devoted to applied learning activities and more higher-order thinking tasks.

- Students receive support from instructor and peers as needed



Who had watched the video?



| Apellidos | Nombre | Nombre de usuario | Rol en el curso | Visibilidad | Revisado | Fecha de revisión |
|---------------------|------------------|-------------------|-----------------|-------------|----------|----------------------|
| GARCÍA SÁNCHEZ | MARÍA ELENA | egsanche | Profesor | | | |
| ANDÚJAR VACA | ALBERTO | aav447 | Profesor | | | |
| ORTIZ RODRIGUEZ | ALMUDENA | aor001 | Alumno | | | |
| FERNANDEZ MARTINEZ | MARTA | mfm294 | Alumno | | | |
| FERNANDEZ MARTINEZ | PATRICIA | pfm017 | Alumno | | | |
| TUDORAN | ANGELA LUCIA | at489 | Alumno | | | |
| LOPEZ FERNANDEZ | LUCIA | llf202 | Alumno | | | 09-ene-2018 20:52:27 |
| SCIPIONI | VALERIA ANDREA | vs421 | Alumno | | | 09-ene-2018 11:20:56 |
| ALCALDE HERNANDEZ | LUCIA | lah098 | Alumno | | | 08-ene-2018 16:45:07 |
| PARDO ALONSO | LAURA | lpa194 | Alumno | | | 07-ene-2018 21:02:59 |
| LORENZO MARTINEZ | GEMMA | glm668 | Alumno | | | 30-dic-2017 13:49:50 |
| REILOVA | JANA | jr283 | Alumno | | | 10-ene-2018 14:37:01 |
| FERNANDEZ BERNABE | FRANCISCO JAVIER | ffb921 | Alumno | | | |
| NADIF | FATIMA ZAHRA | fn902 | Alumno | | | 10-ene-2018 23:02:26 |
| NAYDENOVA NAYDENOVA | YOANA | yinn720 | Alumno | | | 08-ene-2018 16:10:37 |
| RUBIO AGATON | SANDRA | sra759 | Alumno | | | 10-ene-2018 16:47:56 |
| MALDONADO JIMENEZ | NOELIA | nmj473 | Alumno | | | |
| XINXOLA PALANQUES | MARTA | mxp707 | Alumno | | | 07-ene-2018 21:40:34 |

Kahoot!

Designing a Flipped class lesson

- <https://www.youtube.com/watch?v=-fFYyTwCo9c>



Start of the class...



10'

Game about the contents (new or review)

5'

Initial evaluation

5'

Discussion about the results

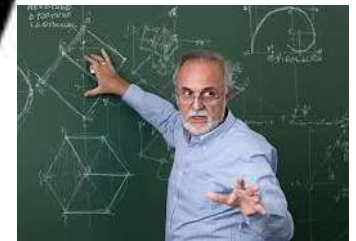


10'

Discussion about the best approach to collaborative work

10'

Answer to students' doubts



15'

Collaborative work in groups: tasks, role-play, project, discussion

Opinions in the blog

- “Apart from the benefits that the flipped class brings to the students already mentioned by my classmates, I want to highlight something that for me is important in a class and this type of teaching, in my opinion, encourages and [this is integration](#). Students get closer and know each other better by working together and there is a chance for the shy one to not be left aside”
- “This masters, for instance, comprises many flipped-classroom courses, but I believe that not all of them are well organized regarding both content and timing. [It does not really work when professors are uploading material to the blackboard all the time, but not having enough time to discuss all the ideas in class.](#) We, students, normally tend to lose interest when professors' main purposes turn to be having us doing a pile of projects in very narrow deadlines. What is the point of blended learning then? It does not facilitate a student-focused learning model at all, as the second video states”

Opinions in the blog

- “In my opinion, with the "Flipped Classroom" method, the teacher loses, in some ways, control over the modification of certain contents. The lesson is given by a video, and the role of the teacher is then to facilitate debates, organize work groups, etc.”
- “So as we can see, it brings the students a big deal of freedom and studying that way is easier for them. It also develops their sense of independence and responsibility even though the coach/teacher/guide/tutor still needs to make sure that they are motivated to do they work by presenting the content in an interesting way. To conclude, it can be said that this approach seems to have a big potential and we shall soon see it being implemented in many different institutions all over the world.”

Any advantages?



Pros

- **Students have more control (Autonomy)**
 - + Increased input and control over their own learning
 - + By providing short lectures at home, students are given the freedom to learn at their own pace.
 - + Students may pause or rewind the lectures, write down questions they may have, and discuss them with their teachers and peers in class.
 - + More time for less proficient learners to understand concepts and review material
 - + Immediate assistance from classmates and teachers
 - + Affective Factors

Pros

- It promotes student-centered learning and collaboration
 - + Time be used to master skills through collaborative projects and discussions.
 - + Peer collaboration
 - + Teachers are given the ability to identify errors in thinking or concept application, and are more available for one-on-one interaction.

Pros

- **Lessons and content are more accessible (provided there is tech access)**
 - + **By making video lectures available at all times online = students who are forced to miss class due to illness, sports, vacations or emergencies, can catch up quickly**
 - + **More flexibility for teachers**

Any disadvantages?



Cons

- It can create or exacerbate a digital divide
 - + One of the most prominent issues is the necessity for students to have **access** to a computer and Internet in order to view the lectures. This is particularly hard on students from **low-income** districts who already have limited access to resources.

Cons

- It relies on preparation and trust
 - + There is also the concern that since flipped classrooms are dependent on student participation, one must trust students to watch the lectures at home.
 - + There is no way to guarantee students will oblige or cooperate with the flipped model.

Cons

- There is significant work on the front-end

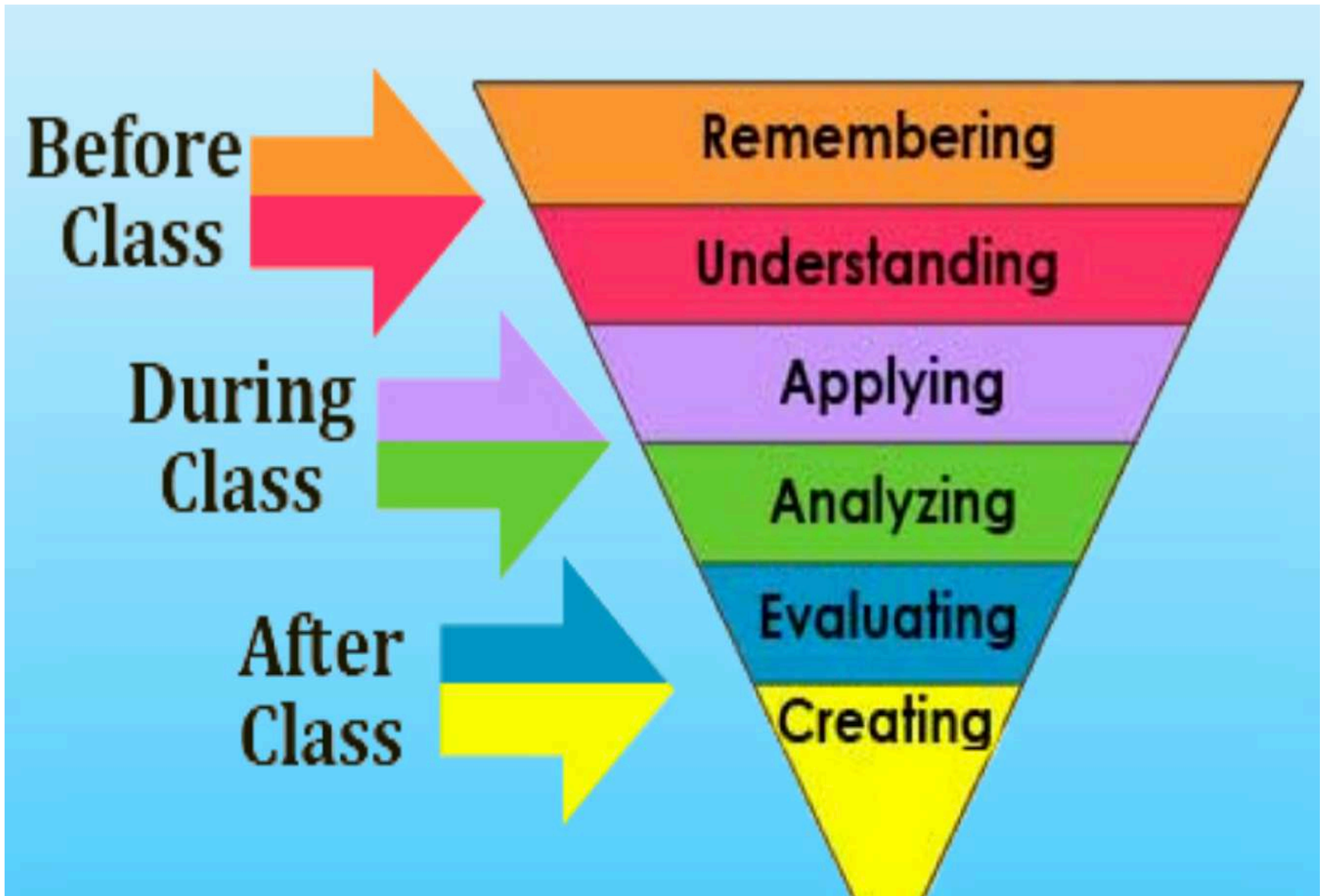
+ Extra workload on teachers, as there are several elements that must be integrated carefully to allow the class to flourish.

- Responsibilities include:

/ taping and uploading condensed lectures, which take time and skill,

/ introducing activities in the classroom that will enhance the subject matter as well as motivate students to participate and prepare for class.

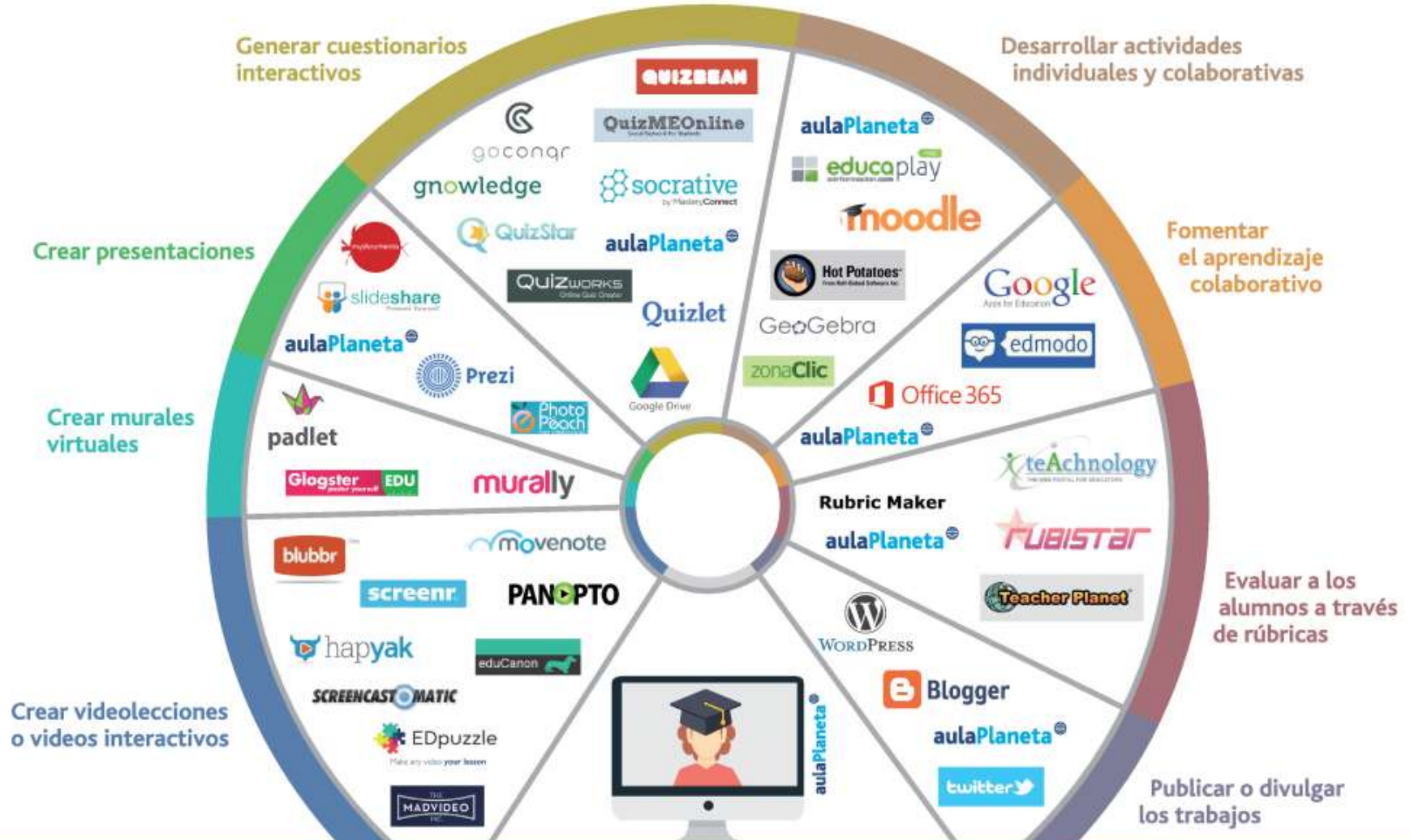
Bloom's taxonomy



40 tools for a Flipped classroom

40 herramientas para aplicar la metodología *flipped classroom* en el aula

Si quieres innovar y llevar a la práctica esta metodología, con aulaPlaneta puedes hacerlo de manera muy sencilla. Además, te presentamos otras 40 herramientas para darle la vuelta a tu clase



40 tools for a Flipped classroom

CREATING VIDEOCOLLECTIONS OR INTERACTIVE VIDEOS

- **1. [Panopto](#)**. To record webcam images, presentations or screencast. You can include activities and surveys in the recording.
- **2. [Movenote](#)**. It allows you to select the teaching materials you need and record your own image explaining them.
- **3. [Screencast o Matic](#)**. To capture the images shown in the screen and you can add audio or videos through the webcam.
- **4. [EDpuzzle](#)**. It allows you to select your favourite videos, edit them, add an explanation within the video and check that your students understand through inserting questions within the video.

40 tools for a Flipped classroom

CREATING VIDEOCOLLECTIONS OR INTERACTIVE VIDEOS

- **5. [Screenr](#)**. To record the images shown in the screen of the computer and register at the same time explanations via audio.
- **6. [Educanon](#)**. Resource to add images to the videos, explanations, links, and dynamic activities.
- **7. [Hapyak](#)**. It allows you to add links, text, images and multiple choice or open-ended questionnaires
- **8. [Blubbr](#)**. To introduce questionnaires from youtube videos and share them.
- **9. [The Mad Video](#)** . This tool allows you to add some value to your videos with tags that incorporate links, images and explanations.

40 tools for a Flipped classroom

CREATING MURALS

- **10. [Mural.ly](#).** To elaborate and share digital murals capable of integrating different kinds of multimedia content
- **11. [Glogster](#).** It allows you to generate interactive digital murals with text, images, graphs, video and audio.
- **12. [Padlet](#).** To create virtual mural in a collaborative way.

40 tools for a Flipped classroom

CREATING PRESENTATIONS

- **13. [SlideShare](#)**. Tool to create and share online presentations. You can insert these presentations in web or blogs
- **14. [PhotoPeach](#)**. Tool that allow you to create presentation with images, with transitions and you can also include music and text.
- **15. [Prezi](#)**. To create dynamic explanations, allowing you to go from one element to another, zooming through an interactive environment.
- **16. [Mydocumenta](#)**. Online platform that allows you to create, publish and share presentations and projects.

40 tools for a Flipped classroom

CREATING INTERACTIVE QUESTIONNAIRES

- **17. [Google Drive](#)**. To create interactive online forms to be sent to different email addresses.
- **18. [Quizbean](#)**. This online resource allows you to create free online questionnaires with photos and explanations.
- **19. [Quiz me online](#)**. A social network for students and teachers, giving the possibility of creating questionnaires and other types of resources such as flashcards, guides and notes.
- **20. [GoConqr](#)**. Allows you to create online tests as well as different tasks.

40 tools for a Flipped classroom

CREATING INTERACTIVE QUESTIONNAIRES

- **21. [Gnowledge](#).** To create, publish and share tests as well as activities and homework.
- **22. [Quizlet](#).** Allows you to create interactive questionnaires, offering an enormous repository of online tests.
- **23. [QuizStar](#).** Allows you to personalize questions as well as define the number of attempts allowed to guess the question. Tests can be sent automatically to participants.
- **24. [QuizWorks](#).** Questions with limited time, questionnaires and multiple-choice tests.
- **25. [Socrative](#).** Gives you the possibility of doing tests in real time through any kind of device.

40 tools for a Flipped classroom

DEVELOPING INDIVIDUAL AND COLLABORATIVE ACTIVITIES

- **26. [JCLic](#)**. To create interactive activities. You can also insert audio and photos into the activity.
- **27. [Hot Potatoes](#)**. You should already know about this one.
- **28. [Avatars](#)**. Useful to practice L2 speaking and listening in the EFL classroom.
- **29. [Moodle](#)**. Media board that allows you to upload and share different kinds of contents as well as track students' progress.
- **30. [Educaplay](#)**. Platform to create different kind of activities: Guessing games, crossword, dialogue, tests, word jumble...

40 tools for a Flipped classroom

FOSTERING COLLABORATIVE LEARNING

- **31. [Office 365](#)**. Microsoft offers this environment in which you can create different sites, work groups, store information, create online documents.
- **32. [Google Apps for Education](#)**. Google classroom, Google Drive, Google Calendar o Google Sites. Different apps created by Google for education.
- **33. [Edmodo](#)**. Platform that allows you to create groups where students can debate, work in a team, elaborate and participate in surveys, etc.

40 tools for a Flipped classroom

EVALUATING STUDENTS THROUGH RUBRICS

- **34. [RubiStar](#).** It allows you to create and check rubrics from other users.
- **35. [Rubrics4Teachers](#).** Apart from the necessary tools to elaborate rubrics, offers a wide repository that could be inspirational for the teacher.
- **36. [TeAchnology](#).** Offers different rubric generators depending on the aspect and matters evaluated.
- **37. [RubricMaker](#).** It allows you to elaborate rubrics classified in different levels and educational topics.

40 tools for a Flipped classroom

PUBLISHING OR SPREADING YOUR WORK

- **38. Twitter**. I guess I don't need to explain how twitter works.
- **39. Blogger**. To create in a simple way a classroom where you can share contents, recommend resources, foster participation and spread ideas and experiences.
- **40. WordPress**. It allows you to create blogs in the classroom as well as sites to share and spread different contents.

Now it's your time

- Express your point of view about technology and blended learning in an EFL environment.