The “In-Class Flip”

Using educational technology to change direct instruction in the classroom

Facilitator Guide

Training Overview

Context:

Since approximately 2006, many educators have experimented with a new model of instruction known as the “Flipped Classroom.” Essentially, the direct instruction components of a lesson, which are traditionally lead by the teacher in the classroom, are instead done independently by students at home. The time students spend with their teacher is spent doing practice and interactive activities, and the teacher can give more feedback and meaningful support to activities that involve a higher depth of knowledge.

However, expecting students to do direct-instruction activities on their own, at home, is not always reasonable. If students don’t complete this portion, they then have been exposed to none of the information when they are expected to practice with it. A solution that teachers can use is to implement the “In-Class Flip” model. In this model, all instruction is done in the classroom, but thanks in part to educational technology, the direct instruction can be done independently by students, freeing the teacher up to provide more meaningful support like in the original “Flipped Classroom” model.

This training will discuss both the “Flipped Classroom” and the “In-Class Flip” models and show how three different technology tools can be used to facilitate using the “In-Class Flip.”

Audience:

This training is intended for teachers, paraprofessionals, and administrators who work at k-12 schools.

Duration:

60 - 90 minutes (time can be included for staff to try out the technology introduced)

Training Goal

Aim:

Participants will first understand the benefits of using the “In-Class Flip” model with their class(es). They will then be introduced to three easy-to-use and powerful technology tools that can help them provide direct instruction in structured, self-paced ways. Time can be allotted at the end of the training to allow participants to try creating materials with these tools and get support from the facilitator.

Learning Objectives:

Participants will be able to:

- Describe both the “Flipped” and “In-Class Flip” models and identify their benefits
- Create a self-paced instructional asset using Nearpod, Screencastify, or EdPuzzle

Evidence of Learning:

Participants will:

- Discuss observations of the “Flipped” and “In-Class Flip” models
- Respond to check-for-understanding questions through Nearpod
- Complete an EdPuzzle activity on the principals of the “Flipped Classroom” model
- Produce a simple asset in Nearpod, Screencastify, or EdPuzzle
- Reflect on what they learned and how they are willing to try what they learned in their own classrooms

Overall Learning Outcome:

Participants will be able to make their classes more engaging for students, maximize the use of instructional minutes, and be able to provide more efficient feedback to students.

Preparation

Before Arriving Onsite:

- Prepare slides on Nearpod, ensure Knowledge Check questions are added in correct places
- In EdPuzzle, create an Open Class and assign the following video to it:
  - https://edpuzzle.com/media/5df81e49d48441412a19e0f6
  - Ensure that the Class Code for your class is correctly added to the slide deck

Participant Needs:

Participants should be told before presentation day that they will need the following:

- Internet-ready device
  - Laptop or Chromebook preferable, tablets acceptable
- Headphones that can connect to their device

Required Technology:

- Facilitator computer or laptop with Internet access
- Webcam
- Projector and screen
- Microphone (if in a large location)

Prior to Session:

- Ensure Internet access for facilitator and participants
- Ensure projector is connected properly to computer and is easily visible to participants
- Test microphone and set volume of PA system appropriately

Slide: 1
Time Allotted: <1 Minute

Notes:
Title Slide. Introduce yourself and set up the goal for the session.

Modify this slide ahead of time to include the link and join code for participants to join the Nearpod session.

Slide: 2
Time Allotted: 1 Minute

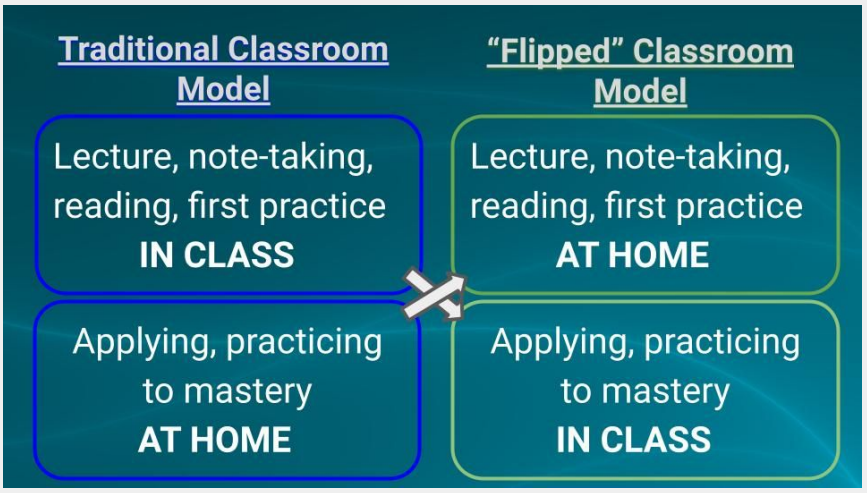
Notes:
- Give examples of things that **flip**.
- Emphase how when we **flip** things, it shows progress or innovation.

Slide: 3
Time Allotted: 1 Minute

Notes:
Connect the idea of **flip** meaning progress to the classroom. A **flipped classroom** in an innovative model for school.

Present **Inverted Classroom**, **Blended Learning**, and **Hybrid Learning** as terms participants may have heard before that essentially mean the same thing as **Flipped Classroom**.

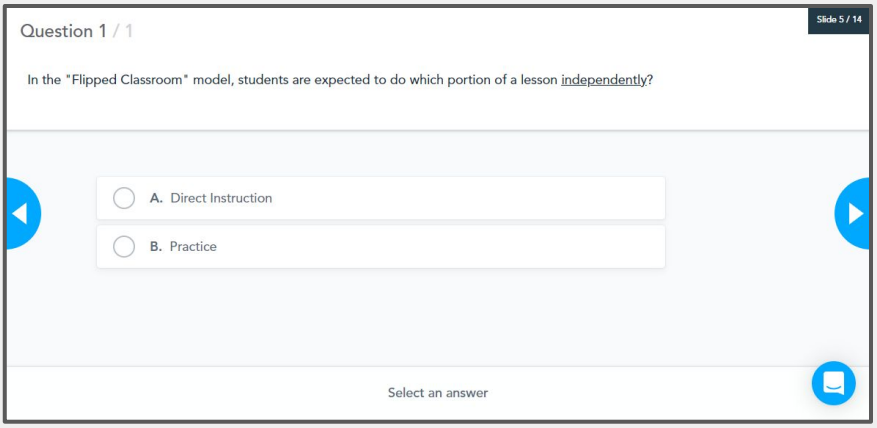
Slide: 4
Time Allotted: 2 Minutes



Notes:
Begin explaining how the traditional classroom is set up:
- Direct instruction is largely teacher-led, taking place in the classroom.
    - Most of teacher's time spent leading whole-class activity, usually with low depth of knowledge.
- Practice largely done as homework.

Flipped Classroom flips where each phase of learning takes place:
- Direct instruction done usually at home, day before in-class activities
- Practice done in class.
    - Teacher spends more time supporting where needed

Slide: 5 (Nearpod Quiz)
Time Allotted: 2 Minutes

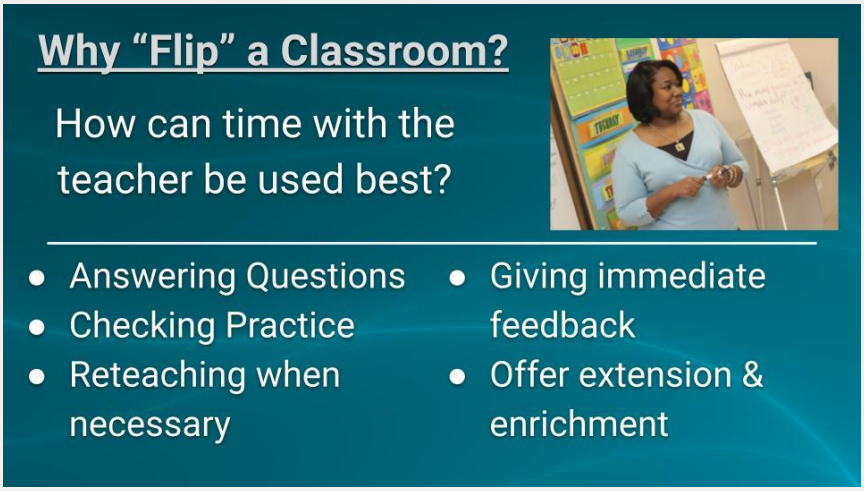


Notes:
Nearpod will have participants answer this question. Allow ~30 seconds for participants to answer.
In the "Flipped Classroom" model, students are expected to do which portion of a lesson independently?

Display the results of the question on the projector screen.
- Switch the view to **Teacher** Mode, then click to **Share** results
- Explain how Nearpod allows the teacher to collect this Data on Check-For-Understanding questions.

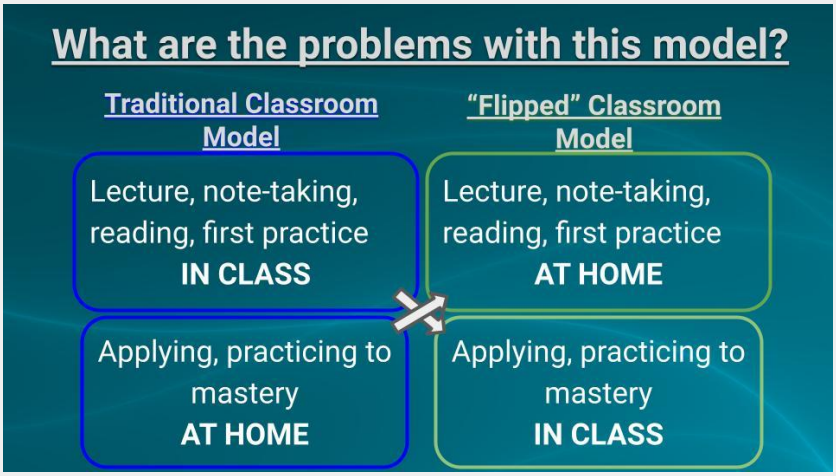
This is a good time to ask for **questions** about the **Flipped Classroom** model and address them.

Slide: 6
Time Allotted: 2 Minutes



Notes:
Explain that the main benefit of this model is that the **teacher's time** is used in more meaningful ways:
- More benefit to giving feedback and targeted help than talking to the whole class at once
- Teacher can do less **managing** and more **teaching**

Slide: 7
Time Allotted: 3-4 Minutes



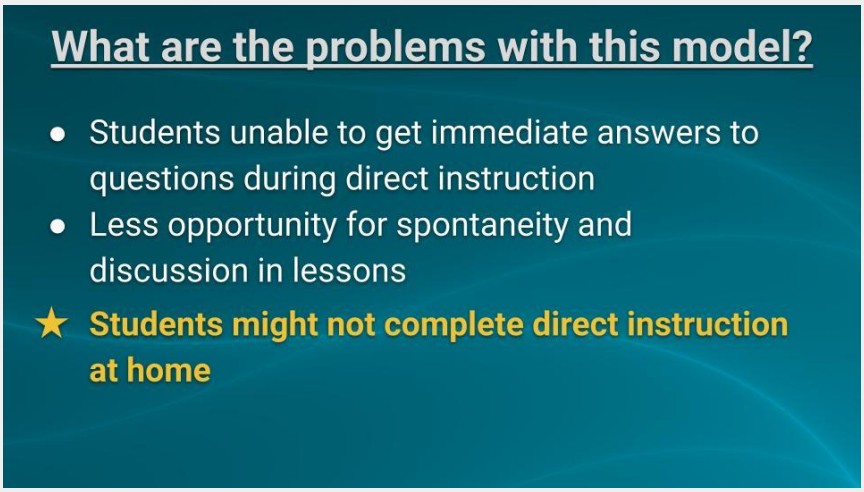
Notes:
Hold an open discussion with participants about what they think are the possible **problems** with the **Flipped Classroom** model.

You can choose to have participants discuss among themselves first or jump straight to whole-group discussion.

Based on time, take 3-5 ideas from participants.

This is a good time to ask for **questions** about the **Flipped Classroom** model and address them.

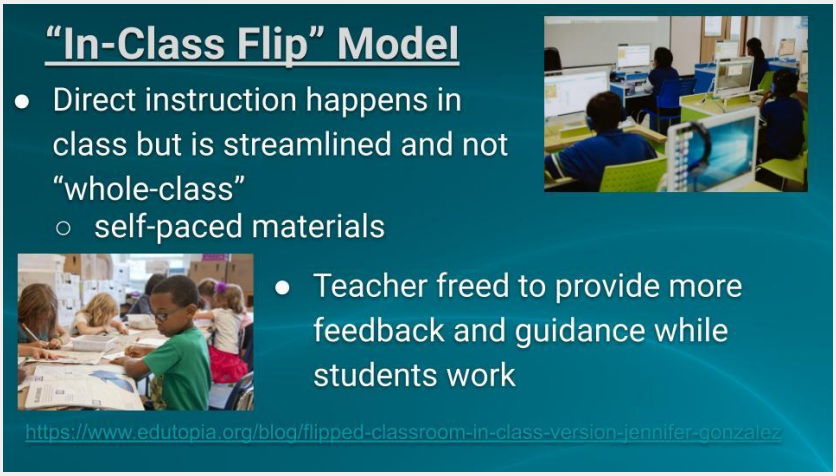
Slide: 8
Time Allotted: 1 Minutes



Notes:
This slide should be summarizing ideas from the previous discussion. These are the three most-referenced problems from educators.

Emphasize the third point as a significant problem.
- If students fail to complete independent direct instruction, they likely come to class with **NO** knowledge needed for practice activities

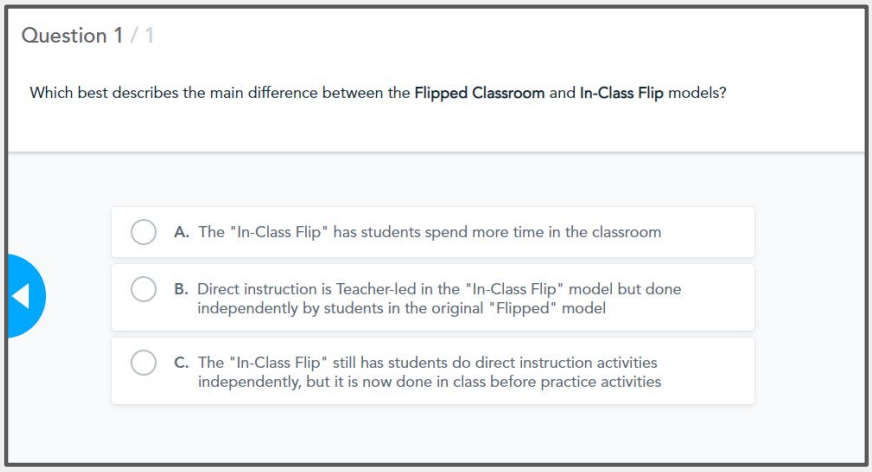
Slide: 9
Time Allotted: 1-2 Minutes



Notes:
Introduce the **In-Class Flip** model as a way to improve upon the **Flipped** model and address the big problem of students not doing direct instruction at home.

- Direct instruction now happens in class again but is not a whole-class activity
  - Students complete in self-paced, independent manner
- Teacher is able to have more meaningful interactions like in the **Flipped** model

Slide: 10 (Nearpod Question)
Time Allotted: 3 Minutes

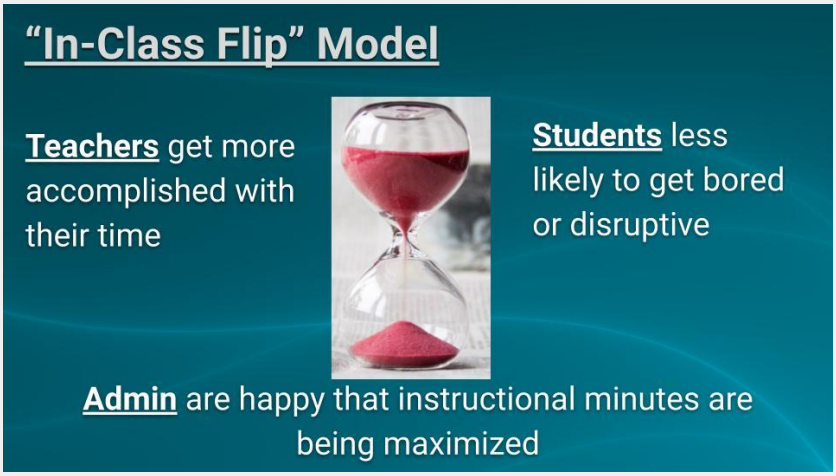


Notes:
Nearpod will have participants answer this question. Allow 30 seconds to one minute for participants to answer.
*Which best describes the main difference between the **Flipped Classroom** and **In-Class Flip** models?*

Once again share results of the question.
Ensure that participants understand that **In-Class Flip** has direct instruction happen in the classroom, but it is still independent and self-paced.

This is a good time to address any questions participants have about the **In-Class Flip**.

Slide: 11
Time Allotted: 2-3 Minutes

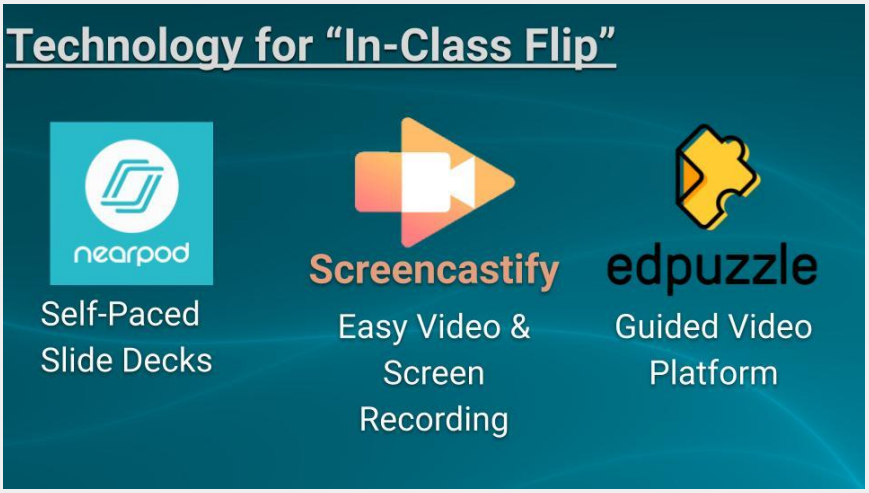


Notes:
Point out how one of the biggest benefits to the **In-Class Flip** is **Time**:

- Teacher's time spent doing more meaningful work, not lecturing
  - 1-1 or small-group help, giving immediate feedback
- Students have less downtime - less likely to get bored or off task
- Administrators are happy that more can get done with instructional minutes
- "Everybody Wins" under this model

Depending on time, allow participants to share other perceived benefits

Slide: 12
Time Allotted: 1 Minute

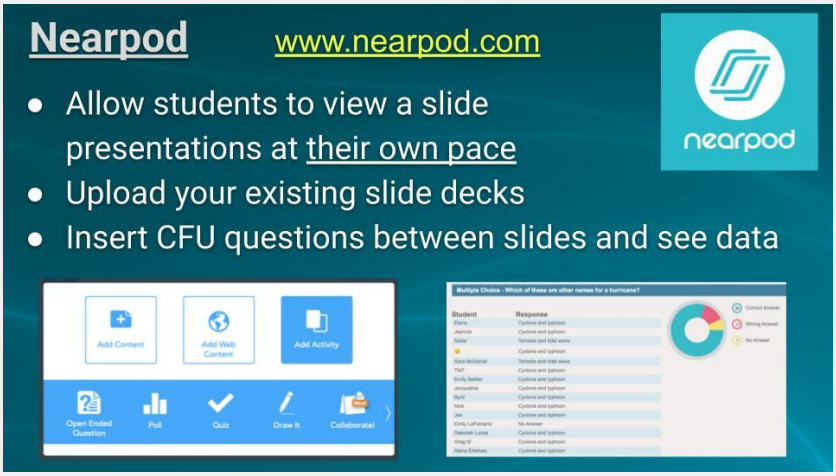


Notes:
Many teachers do not have experience with, or may be nervous about, having students complete direct instruction independently. **Technology** can help make this easier.

Point out that these 3 tools are easy to use and provide a wide range of ways students can get direct instruction in a self-paced way.

These tools all have free and paid versions. Teachers can get by with free versions but may want to upgrade if they particularly like a tool.

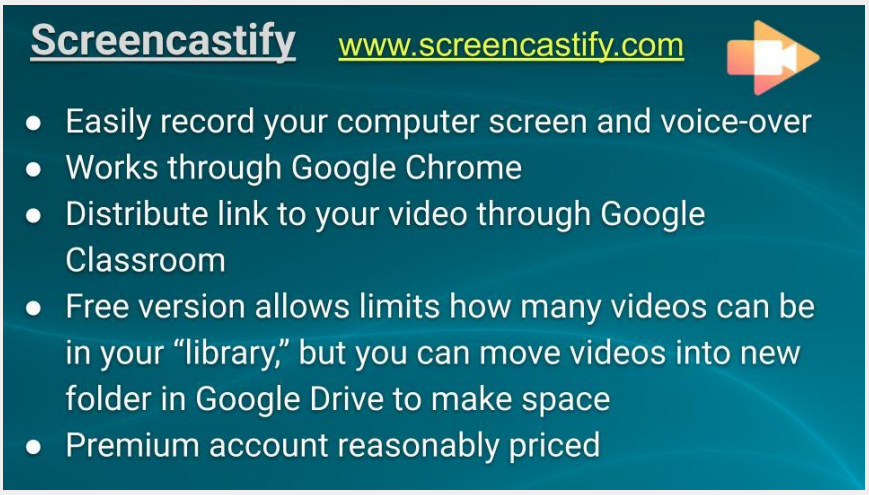
Slide: 13
Time Allotted: 2-3 Minutes



Notes:
Nearpod is used to present interactive slide decks.
This session is using the **Live** mode, but teachers can also assign **self-paced** presentations that still include interactive questions

- Teachers can view completion reports and reports of answers to questions
  - Reliable check-for-understanding data
- Can build presentations on Nearpod; easier to upload existing files
  - Google Slides can be downloaded as PowerPoint (.pptx) and uploaded to Nearpod

Slide: 14
Time Allotted: 2 Minutes



Notes:
Screencastify allows you to record your screen, along with your voice and webcam if you choose.

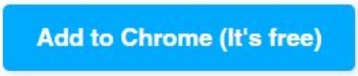
Installs as an **Extension** through Google Chrome - fast and easy to add and use.
Can be set to record only the web browser or your whole screen.

Teachers can record a lecture they would give in class and have students watch video when ready.

Screencastify Demo
Time Allotted: 5 Minutes

Procedure:

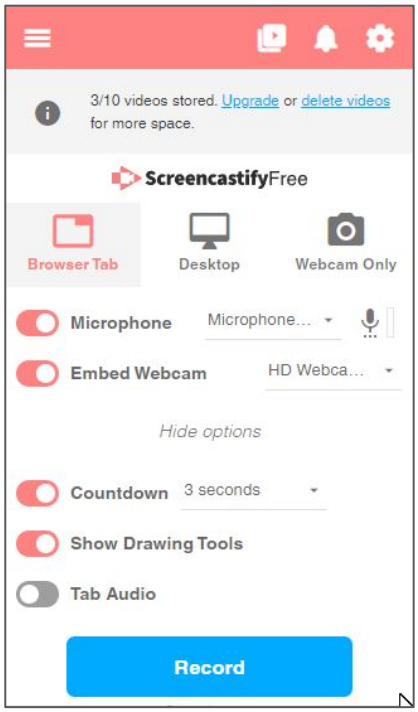
1) Show the **Screencastify** website (screencastify.com) and the button to install the software.



2) Point out the Screencastify tool at the top of their Chrome window
They may need to go under the Extensions menu and “pin” it

3) Inform teachers that the first time using they will be asked to connect Screencastify to their Google Account and allow access to their camera and microphone.

4) Open Screencastify and point out options:
Browser Tab - Only records one browser tab
Desktop - Records everything on screen
Webcam Only - Does not record screen



Microphone - Turn on/off, select which mic if multiple are connected
Embed Webcam - If on, webcam will record and add to the corner of the video
Countdown - Gives 3 second countdown on screen before recording begins
Show Drawing Tools - Tools you can use to “write” or “draw” on screen while recording
Tab/System Audio - If on, sounds from computer will be recorded as well

5) Demonstrate recording so your screen is visible on the projector. Show the **Drawing Tools** and the button to **End** the recording.

6) Show how the **Editing** screen automatically opens when recording is stopped. Dragging the **Scissors** can cut excess recording off the beginning or end.

7) Show how a link to the video can be generated from the **Editing** screen.
The video can also be found on **Google Drive** in a **Screencastify** folder.

Slide: 15
Time Allotted: 2 Minutes

EdPuzzle www.edpuzzle.com

- Assign videos for students to watch
- Choose videos from YouTube, Khan Academy, or upload your own
- Add CFU questions in the middle of the video that must be answered
- See results data from questions

Example Lesson:
https://edpuzzle.com/assignments/62acc056df13864140d99c61/watch

Notes:
EdPuzzle is used to present videos to students. Students watch a video and can be presented with questions throughout
Easy to find existing videos and question sets to quickly assign. Teachers can also upload their own videos or write new questions for existing videos.

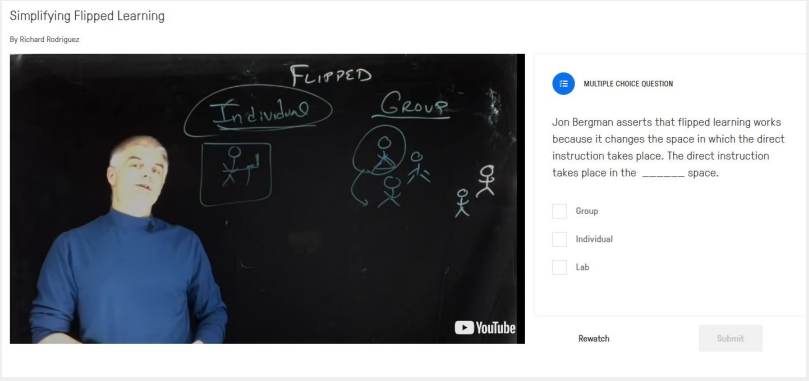
- **Example:** record lecture with Screencastify -> present with EdPuzzle

Teachers can view completion reports and responses from each question

- Reliable check-for-understanding data

After discussing, ask participants to click the link (clickable on their **Nearpod** screen) and complete the lesson. They will learn more about the “Flipped Classroom” model and see EdPuzzle from a student perspective.

Edpuzzle Example Lesson
Time Allotted: 7 Minutes

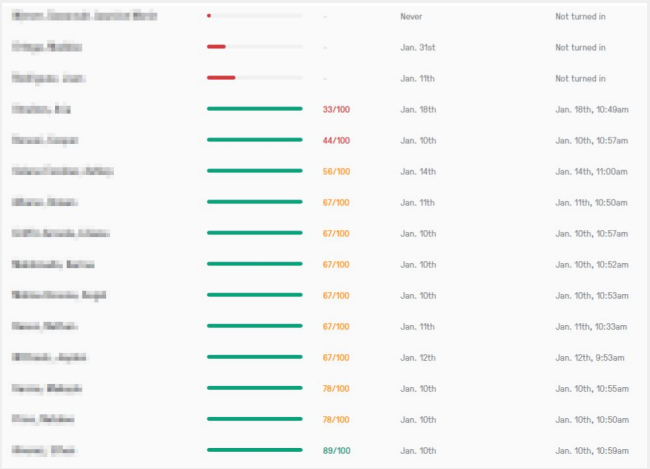


Notes:
Participants will watch the video and answer four questions as they watch (2 multiple-choice, 2 open-ended).

Encourage participants to wear headphones if possible.

If time is up, feel free to have participants stop the lesson wherever they are and move on to the next portion.

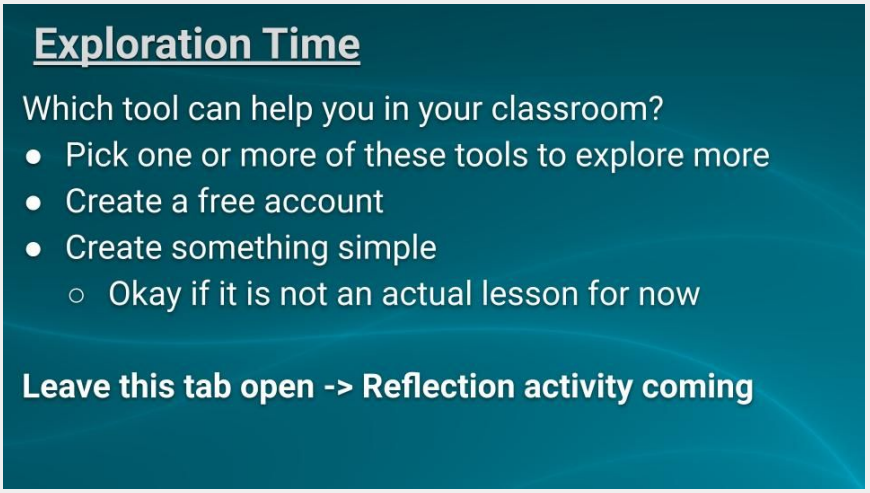
EdPuzzle Teacher Report
Time Allotted: 2-3 Minutes



Notes:
Project the screen from your EdPuzzle account showing participants' progress on the video lesson.

- Point out that you can see the percentage of the lesson completed and scores on multiple-choice questions
- Click on the **Questions** tab and show how you can view and grade answers to open-ended questions

Slide: 16
Time Allotted: 1 Minute



Notes:
Set participants up for the part of the training where they can explore the tools they have been introduced to.

Encourage participants to pick one of the tools to experiment with. They should make a free account and create something.

Participants could make something designed to directly use in their classroom, but it is okay if participants make something simple that is just a test of the tool. Doing this is part of the learning process.

Determine how much time can be allotted and inform participants of when you will wrap up the session.

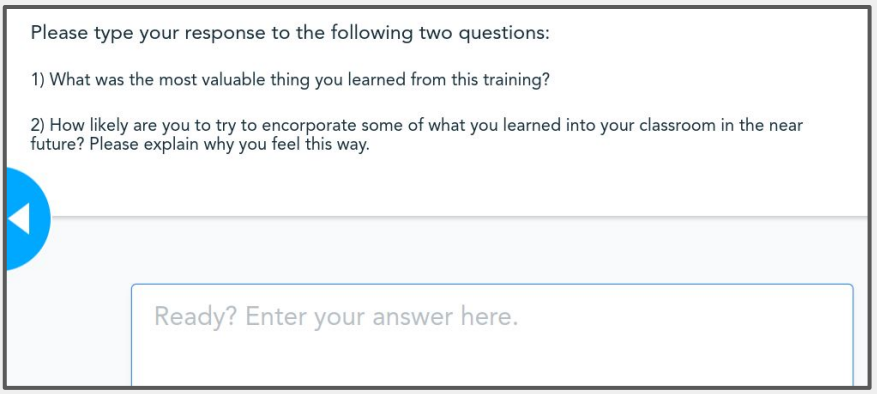
Independent Exploration
Time Allotted: Flexible

Notes:
Circulate around the session and be available to answer questions from participants.

Observe what participants are working on and offer compliments, suggestions, and other feedback

Provide a warning when there are 5 minutes remaining in the time for this exploration.

Slide: 17
Time Allotted: 3 Minutes



Notes:
Have participants return to their Nearpod tab to answer the reflection questions:

1) What was the most valuable thing you learned from this training?
2) How likely are you to try to incorporate some of what you learned into your classroom in the near future? Please explain why you feel this way.

These questions will serve to give participants a chance to cement what they learned to their memory. It will also provide feedback as to what participants are finding valuable and help gauge how effective the training is.