

The FLIPPED Language Classroom

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WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

THE INVERSION

The Traditional Classroom

Teacher's Role: Sage on the Stage



The Flipped Classroom

Teacher's Role: Guide on the Side



Flipped VS Traditional

Flipped

Teacher instructs lesson at home
(video / podcast / book/ website)

Students work in class.

- Deeper understanding of concepts, applications, and connections to content are made.
- Students receive support as needed.

Traditional

Teacher instructs

Students take notes

Students follow guided instruction

Teacher gives assessment

Students have homework

HOW IT CAME TO BE

Many factors influenced the creation and adoption of the flipped classroom model. However, two specific innovators played a key role.

ITS INFANCY



2007: Teachers Jonathan Bergman and Aaron Sams at Woodland Park High School in Woodland Park, CO, discovered software to record PowerPoint presentations



They recorded and posted their live lectures online for students who missed class.



Bergman and Sams were asked to speak to teachers around the country about their methods.



The online lectures started spreading.



Teachers began using online videos and video podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

HOW IT WORKED



- Teachers created three videos a week.
- Students watched the 5- to 7-minute videos at home, or in school if they didn't have Internet access at home.
- Class time was spent doing labs or interactive activities to illustrate concepts.



Students receive instant feedback.

Teachers have more time to help students and explain difficult concepts.



Students don't get as frustrated.

Before, many students wouldn't complete homework if they got frustrated with it. Working on problems in class minimizes this problem.



Teachers revisit concepts students

don't understand. After students watch lessons, they write down any questions they have. Teachers review those questions with students individually.



Teachers support students in class.

Students who might not have technology or parents to help them outside of school now have teachers guiding them in class.

"It's about changing instructional models so the students can receive more instructional support in the classroom from the experts that Clintondale has on staff."

— Bruce Umpstead, Michigan Office of Education Technology & Data Coordination

WHAT A FLIPPED CLASSROOM MODEL DOES



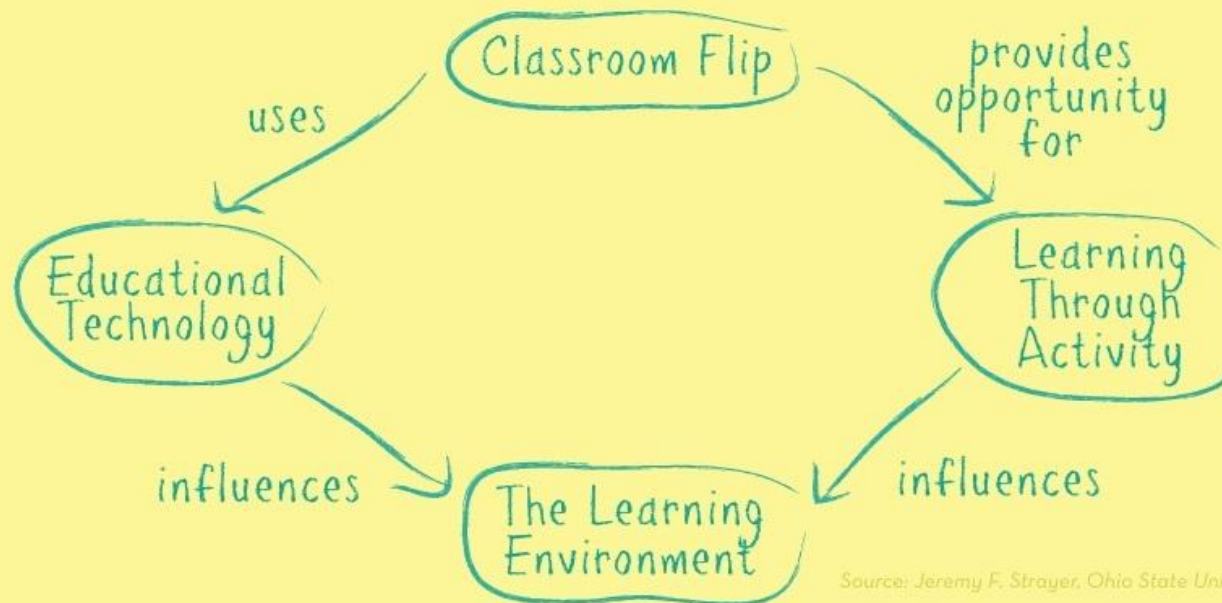
- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.



- Concept engagement takes place in the classroom with the help of the instructor.

A THEORETICAL FRAMEWORK

Educational technology and activity learning are two key components of the flipped classroom model. They both influence student learning environments in fundamental ways.



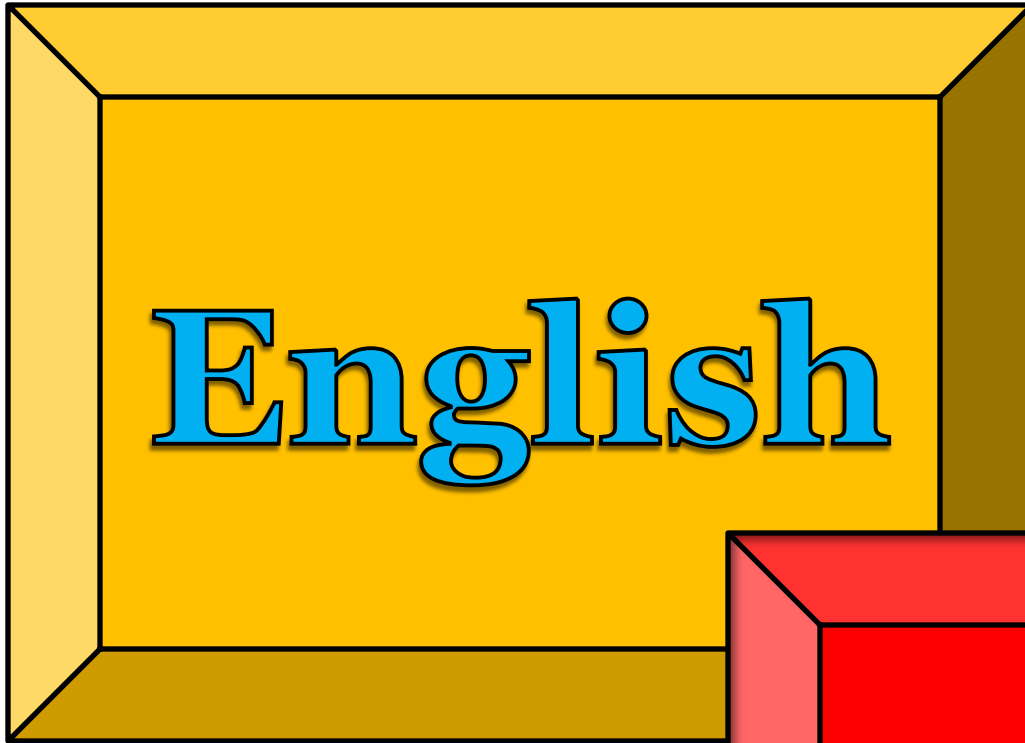
Source: Jeremy F. Strayer, Ohio State University

Some challenges:
Diverse learning styles and pace



Some challenges:
Contact time with all students?





Some challenges:
Target language use

Classroom
language signs



A Sample Lesson



The screenshot shows a web browser window displaying a TED-Ed lesson. The address bar shows the URL <http://ed.ted.com/lesson/183yphd>. The page title is "Let's Begin..." and the subtitle is "Let's review the Spanish subjunctive with this secret shared by a Spanish language learner." The main content area features a video player with the title "Mr Subjunctive" and a thumbnail image of a man with a long white beard and a red and white striped shirt, making a peace sign. Below the image is the text "Hippy Dude!". To the right of the video player is a navigation menu with the following items: "Watch", "Think", "Dig Deeper", and "...And Finally". The video player controls at the bottom show a progress bar at 2:21 / 7:30.

Lección Español B1: Usos del pasado - UNIR

Subscribe 488 videos

Español para extranjeros
Tema 2: Morfología de tiempos de pasado

VERBOS IRREGULARES de la 2ª conjugación que siguen modelos

1ª Modelo + i + DECIR	2ª Modelo + i + VENIR	3ª Modelo Sp. a + i PEDIR	3ª Modelo Sp. a + u DORMIR	4ª Modelo Sp. - y + CIR	5ª Modelo Sp. - y + CIR
Dije	Vino	Pedí	Dormí	Oí	Fui
Dijiste	Viniste	Pediste	Dormiste	Oíste	Fuiste
Dijo	Vino	Pidió	Durmió	Oyó	Fue
Dijimos	Vinimos	Pedimos	Dormimos	Oímos	Fuimos
Dijisteis	Vinisteis	Pedisteis	Dormisteis	Oísteis	Fuisteis
Dijeron	Vinieron	Pidieron	Durmieron	Oyeron	Fueron



UNIR

Some ideas: Grammar lessons

The Spanish Past: The Uses of the Preterite (Part 2)

esaudio Subscribe 141 videos

EL PRETÉRITO



- KEY CONCEPTS
- Specific events in the past
 - Easy to pinpoint and put on a calendar if necessary

02 Spanish Lesson - Preterite vs Imperfect (part 2)

tonitofrito Subscribe 297 videos

eg:

1. Yo fui al buzón.
2. Yo abrí el buzón.
3. Yo vi una tarjeta postal allí.
4. Yo la saqué.
5. La leí.
6. Me reí después de leerla.



<http://www.youtube.com>

Some ideas: Vocabulary

Mi lista de ingredientes - Una visita al supermercado



Las partes del cuerpo



Las calaveras están de fiesta



<http://www.youtube.com/miscositastv>

In-flight movie: Bon Appétit! Feasting and Foods in Paris

MisCositasTV 149 videos ▾



Some ideas: Culture

School in Shanghai - 学校在上海

MisCositasTV 149 videos ▾



In-flight movie: El Dia de los Muertos en Mexico

MisCositasTV 149 videos ▾



<http://www.youtube.com/miscositastv>

Some ideas: Absences & Review



<http://www.youtube.com/miscositastv>

Navigation

- Home
 - My home
- Site pages
- My profile
- My courses
 - HS Toolkit
 - 151-00
 - Participants
 - Reports
 - General resources
 - Topic 1**
 - Los países del mundo hispano
 - Topics for quiz - Friday, 9/21
 - Tarea: lunes, el 24 de septiembre
 - Tarea: martes, el 2 de octubre

Topic outline

General resources

- MisCositas.com
- Languages Online
- Video: Pocoyo - La hora de dormir
- Video: "Bonito" - Jarabe de Palo
- Video: SER (cómic)
- Video: "Soy guapo"
- Práctica: El verbo "ser"
- Video: "Los colores de las casas colombianas"
- Video: "I
- Video: "I
- Video: S
- Video: L

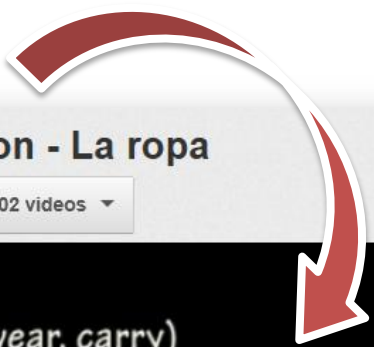
01038 Spanish Lesson - La ropa

tontitofrito Subscribe 302 videos

llevar (to wear, carry)

yo llevo	nosotros llevamos
tú llevas	vosotros/vosotras lleváis
él lleva	ellos llevan
ella lleva	ellas llevan
ud	uds

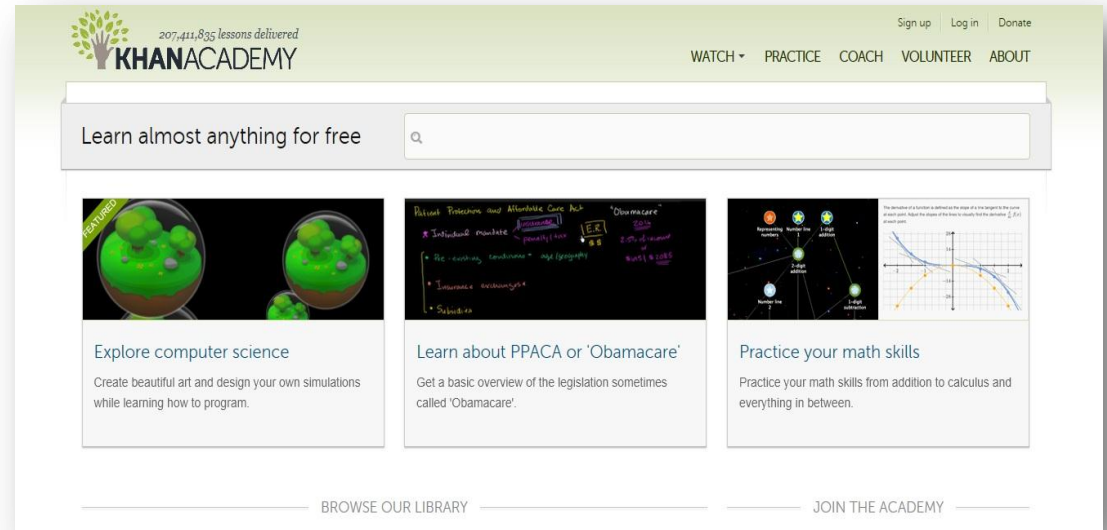
ex:
Yo llevo una camiseta.
Silvia lleva un vestido.



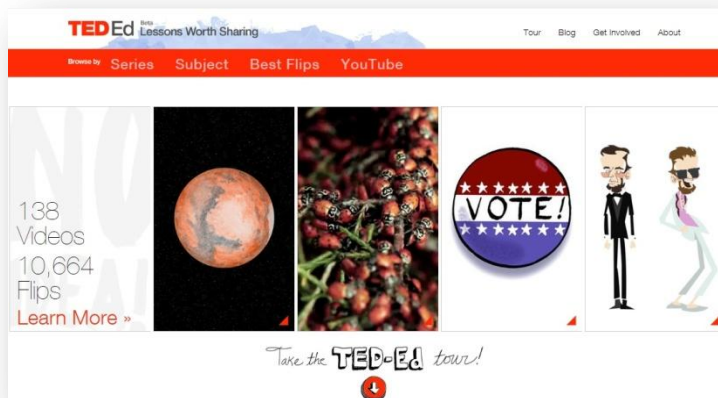
Sources for video lessons



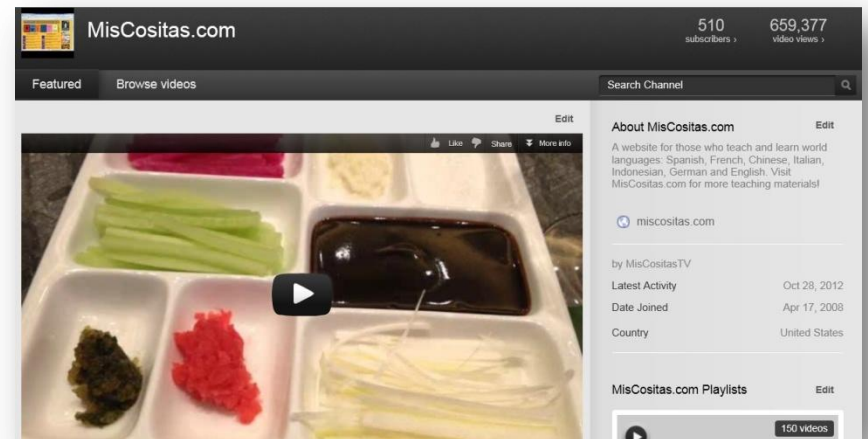
www.BrainPop.com



www.KhanAcademy.org



ed.ted.com



www.youtube.com

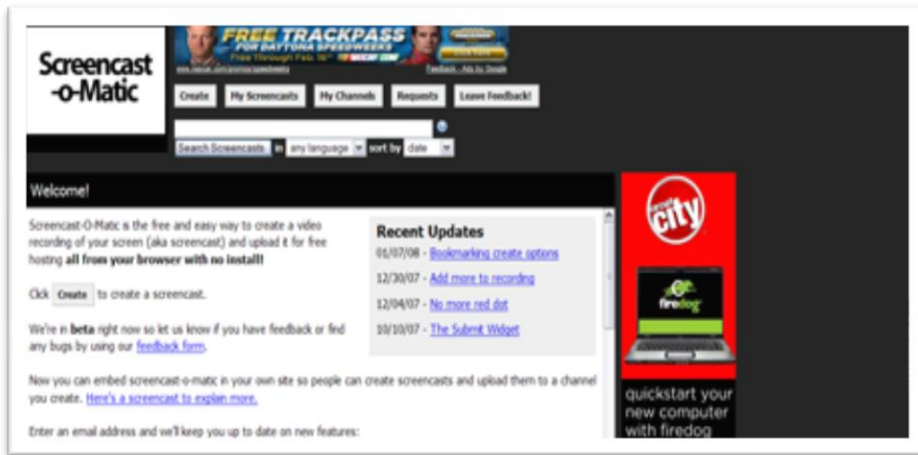
Screencasting tools



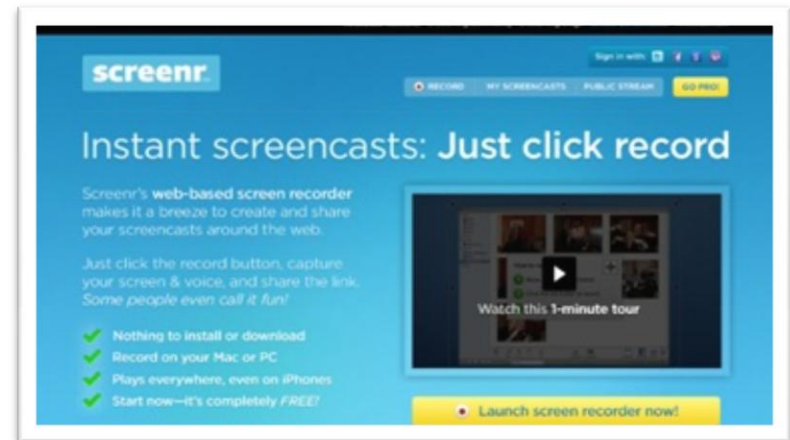
www.techsmith.com/jing.html



www.camstudio.org



www.screencast-o-matic.com



www.screenr.com

Resources

Flipping my Spanish Classroom

The trials and tribulations of flipping my Spanish classes.

Home About Me Contact Me Flipped Class Helpful Documents Favorite Online Resources Upload to Flipped Classroom Presentations

Flipped Class Helpful Documents

After the #Flipchat at the beginning of July, I wanted to have a single place where I could add documents that I talk about in my blog. Hopefully this will make it easier for everyone to find what they are looking for. I am putting all of the docs on through Google Docs. Please feel free to use them and modify them for your own uses.

Parent/Student Flipped Class Intro Letter - I sent this letter to all my parents and students prior to the first day of class last year so that they would have an idea of what the new class structure would be. This coming year I am going to also send a link to a Google Doc to try to find out about technology issues prior to the beginning of the school year.

Flipped Parent Video - This video is new for this year. It outlines the flip and what goes on in my classroom in the new format. Ideally, the Back to School video will be a great follow up to this (hopefully I will have time to

SEARCH THIS BLOG

SPANISH RESOURCES

Foreign Language Flipped Classroom
Catherine Hester Miller

SOPH

Spanish Tongue Twisters | A Lifetime Collection of Tongue Twisters

Seesaw

<http://spanishflippedclass.blogspot>

Professional Learning Networks

The screenshot shows a web browser window displaying the 'flipped learning network' website. The browser's address bar shows the URL <http://flippedclassroom.org/group/foreign-language-teachers>. The website's navigation menu includes 'HOME', 'MY PAGE', 'FORUMS', 'MEMBERS', 'GROUPS', and 'VIDEOS'. The main content area features the 'Foreign Language Teachers' group page, which includes an 'INFORMATION' section with a description, member count (24), and a 'DISCUSSION FORUM' section with a post titled 'Do you speak English or foreign language?'. A 'MEMBERS (24)' grid is visible on the right side of the page. A sidebar on the right contains a 'Welcome to Flipped Learning Network blog' section with 'Sign Up' and 'Sign In' buttons, and a 'Sign in with' section with social media icons.

<http://flippedclassroom.org/group/foreign-language-teachers>

