

TECH & LEARNING



Print this document

Flipping the Classroom

Teachers from around the world have adopted the flipped classroom model and are using it to teach a variety of courses to students of all ages. In the excerpt below from the book, Flip Your Classroom (©2012, ISTE® International Society for Technology in Education and ASCD), authors Jonathan Bergmann and Aaron Sams outline reasons why educators should consider this model.

Flipping speaks the language of today's students. Today's students grew up with Internet access, YouTube, Facebook, MySpace, and a host of other digital resources. Instruction via video is not a big deal for [them]. When you walk into our classrooms, you will see students engaged in a variety of activities using different digital devices.

Flipping helps busy students. Students today are busy. Our students appreciate the flexibility of the flipped classroom. Because the main content is delivered via online videos, students can choose to work ahead.

Flipping helps struggling students. When we taught in the traditional manner, the students who tended to get most of our attention were the best and brightest. In the meantime, the rest of the students would passively listen to the conversation we had with the inquisitive students. But since our introduction of the flipped model, our role has changed—we spend most of our class walking around helping the students who struggle most.

Flipping helps students of all abilities to excel. Our special education teachers love this model. Because all the direct instruction is recorded, students with special needs can watch the videos as many times as they need to learn the material.

Flipping allows students to pause and rewind their teacher. Even the best presenters and lecturers have students who don't understand or learn all that is required. When we flipped the classroom, we gave the students control of the remote. Giving students the ability to pause their teachers is truly revolutionary.

Flipping increases student-teacher interaction. We are not advocating the replacement of classrooms and classroom teachers with online instruction. In fact, we strongly believe that flipping the classroom creates an ideal merger of online and face-to-face instruction that is becoming known as a "blended" classroom.

Flipping changes classroom management. Under a traditional model of teaching, we had students who consistently did not pay attention in class. These students were often a distraction to the rest of the class and negatively affected everybody else's learning. When we flipped the classroom, we discovered something amazing. Because we were not just standing and talking at kids, many of the classroom management problems evaporated. Students who needed an audience no longer had one. Because class time is primarily used for students to either do hands-on activities or work in small groups, those students who were typically a distraction become a non-issue.

Flipping educates parents. A surprising thing happened when we started talking to parents during parent-teacher conferences. Many of them told us they loved our videos. As it turns out, many of them were watching right alongside their children and learning science. This leads to interesting discussions between students and parents about the content of our lessons.

Flipping makes your class transparent. Flipping opens the doors to our classrooms and allows the public in. Our videos are posted on the Internet, and our students' parents and others have free access to them. Instead of wondering what their students are being exposed to in the classroom, parents can find our lessons in just a few clicks.

Flipping is a great technique for absent teachers. We teach in a semirural school where it is hard to obtain qualified substitute teachers. When we first started recording our lessons and posting the videos online, we simply recorded our lessons live in front of our students. It then dawned on us that we could prerecord a lesson for our students ahead of time when we knew we were going to be gone. This method is being used across the country.

Flipping can lead to the flipped-mastery program. We are [now] using the flippedmastery model, in which students move through the material at their own pace. No longer do all students watch the same video on the same night. Students watch and learn in an asynchronous system where they work toward content mastery. We should note that we did not start using the flipped-mastery program until two years after abandoning the traditional model. Our journey has been a process that has occurred over several years, and we recommend that those interested in flipping make the change gradually.

Get Adobe Flash Player

Flash must be installed for you to view this video.

Watch live streaming video from techlearning at
livestream.com

VIDEO TIP: MAKING A ONE-TAKE VIDEO

By Michael Gorman

The One-Take Video requires a topic, written script, narration, simple props, and a collaborative group of students with a small camera. The video, usually under three minutes, is done in one take. Students write a script covering the topic and prepare props that integrate with the script. When ready to shoot the video, the script, camera, and props are incorporated into a video production that begins with the record button being turned on, and ends with the record button being turned off.

Pick a Topic

A simple One-Take Video can be the focus of an activity for any curricular area. Decide on whether it will explain a concept, demonstrate an idea, give a procedural overview, or show a demonstration of learning.

Assign the Groups

In the spirit of PBL, students should be divided into groups. Three seems to be a good number. While all students should help facilitate all tasks, a manager for each role will also help. These roles include script writer/ reader, prop creation and manipulator, and technical and project manager.

Pre-production

The pre-production includes writing the script. It should be creative, easy to understand, and concise. Once it is written and all props and set are prepared, it's time to rehearse. No camera is needed for the rehearsal.

Final Production Students are now ready to shoot the final video. They will need a camera and possibly a small tripod. Students will also need their scripts, props, and set (could be just a white background). This session should mimic the final successful rehearsal. Any mistakes will require a complete retake.

Assessment

Students should be assessed using both formative and summative methods. In the formative category, preproduction scripts could be the object of an assessment. The formative can also include teacher observation and facilitation throughout the project. Peer and individual assessment in the formative stage can include journaling with reflection. The final rubric should include content application, collaboration, and communication.

A simple One-Take Video can provide students with a powerful process to practice 21st century skill development.

Read more of Michael Gorman's posts on techlearning.com

ANOTHER TAKE: Five Reasons I'm Not Flipping Over The Flipped Classroom

By Lisa Nielsen

While I certainly see benefits in flipping instruction, there are also reasons to move ahead with caution:

1 We have yet to bridge the digital divide...

Many of our students don't have access to technology at home. The flipped classroom method does not have strong provisions in

place for these children.

2 Flipped homework is still homework.

There are a growing number of parents and educators who believe mandatory homework needlessly robs children of their after-school time. We believe time at home should be spent pursuing passions, connecting with friends and family, playing and engaging in physical activity. In some families, it might be time needed to take care of a sibling, work a job, or take care of their own child. Let us leave children to the activities they and their family choose or find necessary.

3 More time for bad pedagogy.

Flipping instruction might end up just providing more time to do the same type of memorization and regurgitation that just doesn't work. When I shared the idea of the *Flipped Classroom* with an administrator, she said to me with excitement, "This is great! We'll have more class time to prepare kids for the tests!"

4 Grouping by date of manufacture...

If we really want transformation in education, one thing we must do is stop grouping students by date of manufacture, which the flipped classroom is ideally suited for, but have schools put the structures in place? Are they ready to let students move at a pace that meets their developmental readiness and come to the realization that not everyone at the same age needs to be at the same place at the same time? True flipping should include a careful redesign of the learning environment, but this is often overlooked.

5 Lecturing doesn't equal learning.

The flipped classroom is built on a traditional model of teaching and learning: I lecture, you intake. While this method of teaching works for some learners, many others thrive with a model that takes a more constructivist approach.

While there's no doubt that flipping is preferable to sending kids off on their own to make meaning of lectures, without questioning exactly how the pedagogy works, we are doing our children a disservice.

Read more of Lisa Nielsen's posts at techlearning.com and [The Innovative Educator](#).



Print this document

Video Taping Daily 5
theme IMPLEMENTATION

Assignment

Due in Oct. 5th

5-7 min. me

2-5 students

RECORD, REPLAY, REFLECT

VIDEOTAPED LESSONS
ACCELERATE LEARNING
FOR TEACHERS AND COACHES

**By Jim Knight,
Barbara A. Bradley,
Michael Hock,
Thomas M. Skrtic,
David Knight,
Irma Brasseur-Hock,
Jean Clark,
Marilyn Ruggles,
and Carol Hatton**

New technologies can dramatically change the way people live and work. Jet engines transformed travel. Television revolutionized news and entertainment. Computers and the Internet have transformed just about everything else. And now small video cameras have the potential to transform professional learning.

While teachers have used video to review their lessons for decades, cameras were, until recently, complicated to use and so large and cumbersome that they interrupted the learning taking place in the classroom. Now, cameras are tiny — half the size of a deck of cards — and easy to use, often controlled by the push of a single button.

Recognizing the potential of this new technology, researchers at the Kansas Coach-

As digital video cameras have become smaller,
their value has increased for professional learning.

ing Project at the University of Kansas Center for Research on Learning conducted a three-year study to analyze what happens when coaches and teachers watch themselves on video. The results of this study show why these cameras are important and how they can be used by instructional coaches, individual learners, and teachers in the classroom and in study groups.

WHY CAMERAS ARE IMPORTANT

Cameras serve four important functions within professional learning:

1. **Cameras help educators (teachers, coaches, administrators, and others) obtain an objective, accurate view of themselves at work.** In analyzing teachers watching themselves on tape, researchers found that teachers are often surprised by what they see.

Research conducted by change expert Prochaska and his colleagues (Prochaska, Norcross, & DiClemente, 1994) demonstrates that people are often unaware of the true nature of their professional practice. According to these researchers, people are often unaware of their need to improve. Video gives educators an honest picture of their professional practice.

2. **Video recordings propel educators forward into change.** After watching themselves on video, many teachers feel compelled to improve learning in their classrooms almost immediately. Stacy Cohen, an instructional coach for a Kansas Coaching Project study, reported that the night one of her collaborating teachers first saw a video of her lesson, the teacher stayed up until 2 a.m. reworking her lesson plans because

“she couldn’t stand to see how bored her students looked.”

3. **Video recordings are important for goal setting within coaching.**

Because the information recorded on video provides a rich picture of reality, educators who re-view video of their lessons are more inclined to write

learning goals that matter to them. Coaching, as Hargrove (2008) explained, is often more successful when it is pulled forward by the goals of the person being coached (what he calls “pull coaching”) as opposed to when it is pushed forward by the coach’s goals (“push coaching”).

4. **Because video recorded on small cameras is easy to gather and of high quality, it provides a picture of reality that can be used to measure progress toward a goal.** Real improvement requires what Colvin (2008) referred to as “deliberate practice” and precise feedback. Video is an easy and effective way for teachers working with coaches, on their own, or in teams to get the feedback they need to move forward as learners. As one coach commented, “I am thankful to have the video that documented all of our conversations so I can see the progress that we made. I know that you have to go out of your comfort zone in order for good learning to happen, and this has been my experience.”

GETTING SPECIFIC

The tools on pp. 22-23 offer specific teacher and student actions and behaviors to look for while watching classroom lessons. These tools can help viewers focus on specific elements of instruction as they make notes about their performance and prepare for discussion with a coach or peers.

HOW TO GET THE MOST OUT OF WATCHING VIDEO

GOAL

Identify two sections of the lesson that work and one or two sections that need improvement.

PREPARATION

Watching oneself on video is one of the most powerful strategies teachers and coaches can use to improve their practice. However, it can take some time to become comfortable with the process. Here are some preparation tips:

- Find a place to watch where there are no distractions.
- Read through teacher and student surveys or other material to determine what to watch for.
- Set aside a block of time to watch the video uninterrupted.
- Have pen and paper ready to take notes.

WATCHING THE VIDEO

- Plan to watch the entire video at one sitting.
- Take notes on anything that is interesting.
- Be sure to include the time from the video beside any note.
- Watch for positive elements as well as areas needing improvement.
- After watching the video, review the notes and circle items to discuss with the coach.

HOW CAMERAS CAN BE USED

• Instructional coaches

Researchers analyzed hundreds of hours of video recordings of instructional coaches and held three-day focus groups with coaches three times during each year of the three-year study. One result: All coaches in the study believe that cameras are essential tools for instructional coaches.

Instructional coach Susan Leyden is typical of the participating coaches when she comments, "The video is key to everything." Leyden says video is essential to identify an instructional challenge, set a goal, watch students, and have an objective record. Leyden notes that because video is objective, it makes coaching less personal. "The video is huge because it takes me out of it," she says.

When coaches use cameras with teachers, the video recordings they produce become central to the coaching process. Thus, instructional coaches in the research project embedded video into the entire instructional coaching process (Knight, 2007), using video recordings with teachers to gather data on classroom reality, set goals, identify the coaching focus, and monitor progress.

To get the most out of using video recordings, the coaches employed the following practices:

- To alleviate the awkwardness many people feel watching themselves on video, coach and teacher should play with the camera a while before recording a lesson.
- Before recording, coach and teacher should decide whether it is more important to see students or the teacher and then position the camera appropriately.
- After recording, coach and teacher should first watch the video recording separately. This allows the teacher to experience the video in his or her own way, and it allows the coach time to prepare questions for an exploratory coaching conversation.
- Coaches should prepare teachers carefully for watching the video. Coaches in the study gave teachers a document explaining how to get the most out of watching the video (see table on p. 19) and surveys that teachers could use to focus attention on either their own practice or students' performance or behavior (see pp. 22-23).
- Before the coaching conversation and while watching the video separately, teachers and coaches should identify two or three video clips where they think learning is proceeding well and two or three other clips where the learning was not proceeding as well and that they would like to discuss further.
- During discussion of the video, coaches should either watch the video or talk about it. The study showed that when coaches and teachers tried to watch and talk simultaneously, the conversations were ineffective.

What is good for teachers is also good for instructional

coaches. Coaches in the Kansas Coaching Project study found watching themselves on tape valuable. In fact, when coaches in the study were asked to identify the best form of professional learning for coaching, they unanimously said watching oneself on tape. One coach's comments are typical: "I am probably learning more than they are."

• Individual learning

In 2009, one researcher conducted an informal study that asked more than 300 people from around the world to coach themselves on important communication skills such as listening, finding common ground, and building emotional connections. In most cases, participants coached themselves by video, recording selected conversations with colleagues, friends, students, and family, then watching to see what they could learn from the video.

Those who watched video of their conversations reported that they gained insight into such aspects of their communication skills as their facial expressions ("I thought I was attentive, but my facial expressions showed otherwise"), areas where they could improve ("In watching myself on video, I confirmed to myself that I monopolize conversations"), and areas where they improved ("I know this time I gave more eye contact ... and tried to make sure my conversation partner really saw I was interested. I leaned in and nodded as well as gave some comments that showed my interest in the conversation").

One participant wrote, "The video and listening tapes made a huge difference. Thinking about how you listen is not enough. When you see yourself and/or listen to yourself, it makes the process real. It made me focus and really pay attention to what I was doing."

• Teachers in the classroom

Video recording provides a way for teachers to review and reflect on their teaching practices. Teachers can get a rich record of how students are performing or how they are teaching by setting up a camera in the classroom. For example, teachers can use video to record such aspects of teaching as the level, type, or kind of questions they ask, how frequently they praise students compared to how frequently they criticize them, clarity of instruction, pacing, and animation. Teachers can watch the video to assess their facial expressions and other nonverbal communication, to see if they are ignoring some parts of the room, or to note if bias toward particular students or groups of students has crept into their practice.

Video can also help teachers get a second look at students. Teachers can assess whether students are authentically engaged or which activities or teaching practices seem to most effectively increase student engagement. Video can also provide insight into each class's culture, giving teachers a window into what students' actions suggest about their assumptions about the purpose of learning, the boundaries of respectful communication,

and the connection between effort and success.

Finally, video helps teachers see actions or expressions that foster or inhibit emotional connections. Rolling the eyes, making sarcastic comments, talking down to students, or looking uninterested can destroy connections. Video also shows actions that encourage connection, such as praise, smiles, or words of encouragement.

• Learning teams

Teachers can learn a great deal about their practice when using video recordings during collaborative learning. Jean Clark, an educational leader from Cecil County, Md., created a process that brought teachers together to watch and discuss video recordings of themselves teaching. All teachers in the video study groups were implementing the same teaching practice, and the video study group was a way for everyone to deepen their understanding of how to teach it.

Before each meeting, one teacher volunteered to prepare and share a video for the next session. To prepare the video, the volunteer recorded himself or herself using the teaching routine in the classroom. After recording the class, the teacher used video editing software to identify aspects of the lesson that went well and a section of the lesson that needed improvement. Editing the film caused teachers to watch their lessons many times, and those repeated viewings led them to see details of their lessons that wouldn't have been obvious after watching just once.

At the next video study group meeting, the teacher shared his or her video with the group, showing each section and asking for comments. Clark guided team members to collaborate and identify values they would work from while discussing each other's video. Thus, comments about lessons were positive, hon-

est, constructive, and useful.

Usually, the volunteer shared two positive clips first. After showing each one, he or she commented on the lesson and asked colleagues for feedback. Each teacher in the video study group went through this process.

Clark reported four benefits to the video study groups:

1. Teachers learn a great deal by watching themselves teach, especially after they have watched themselves several times.
2. Video study groups are good follow-up to professional learning by increasing the likelihood and quality of implementation after training.
3. The dialogue that occurs during video study groups deepens group members' understanding of how to teach the targeted practice and often introduces them to other teaching practices while watching others teach and listening to team members' comments.
4. When teachers come together for such conversation, they often form a meaningful bond because the structure of a video study group compels everyone to stand vulnerably in front of their peers and engage in constructive, supportive, and appreciative conversations with colleagues. Those bonds may ultimately be more important than all of the other learning that occurs since they create supportive, positive relationships among peers.

Video helps teachers see actions or expressions that foster or inhibit emotional connections.

A CLEAR PICTURE OF PERFORMANCE

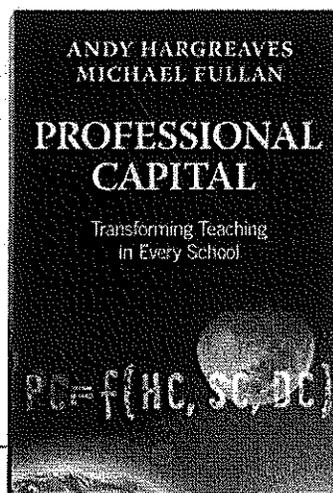
Better teaching equals better learning. However, improvement of any sort is usually fleeting at best without a clear pic-

A Brighter Future for Education

just arrived!

Now available

Teachers College Press



"Transforming education is one of the signature challenges of our times. *Professional Capital* sets out exactly and undeniably why the only way to do it is to honor and improve the profession of teaching. Written by two of the sharpest educational thinkers in the world, *Professional Capital* is an inclusive critique of the failing reform movements in many countries and a powerful manifesto for the only strategy that can and does work. This book should revolutionize how policymakers and practitioners alike think and act in education. The price of failure is more than they or our children can afford."

—SIR KEN ROBINSON, educator and author

www.tcpres.com • 800.575.6566
Available at fine bookstores

WATCH YOUR STUDENTS							
DATE _____							
After watching the video of today's class, please rate how close your students' behavior is to your goal for an ideal class in the following areas:							
	Not close						Right on
Students are engaged in learning (90% engagement is recommended).	1	2	3	4	5	6	7
Students interact respectfully.	1	2	3	4	5	6	7
Students clearly understand how they are supposed to behave.	1	2	3	4	5	6	7
Students rarely interrupt each other.	1	2	3	4	5	6	7
Students engage in high-level conversation.	1	2	3	4	5	6	7
Students clearly understand how well they are progressing (or not).	1	2	3	4	5	6	7
Students are interested in learning activities in the class.	1	2	3	4	5	6	7
Comments							

ture of current performance and an accurate and powerful way of measuring progress. While the video camera is only one part of any effective approach to professional learning, teachers and coaches can benefit from turning the camera on themselves to see how well they are performing.

REFERENCES

Colvin, G. (2008). *Talent is overrated: What really separates world-class performers from everybody else.* New York: Penguin Group.

Hargrove, R. (2008). *Masterful coaching.* San Francisco: Jossey-Bass.

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction.* Thousand Oaks, CA: Corwin Press.

Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for good.* New York: Avon Books.

Jim Knight (jknight@ku.edu) is research associate at the University of Kansas Center for Research on Learning.

WATCH YOURSELF							
DATE _____							
After watching the video of today's class, please rate how close your instruction is to your ideal in the following areas:							
	Not close						Right on
My praise-to-correction ratio is at least 3-to-1.	1	2	3	4	5	6	7
I clearly explain expectations prior to each activity.	1	2	3	4	5	6	7
My corrections are calm, consistent, immediate, and planned in advance.	1	2	3	4	5	6	7
My questions are at the appropriate level (know, understand, do).	1	2	3	4	5	6	7
My learning structures (stories, cooperative learning, thinking devices, experiential learning) are effective.	1	2	3	4	5	6	7
I use a variety of learning structures effectively.	1	2	3	4	5	6	7
I clearly understand what my students know and don't know.	1	2	3	4	5	6	7
Comments							

Barbara A. Bradley (barbarab@ku.edu) is associate professor in the Department of Curriculum and Teaching at the University of Kansas. Michael Hock (mhock@ku.edu) is associate research scientist at the University of Kansas and associate director of the Center for Research on Learning. Thomas M. Skrtic (tms@ku.edu) is professor of education in the Department of Special Education at the University of Kansas. David Knight (davidkni@usc.edu) is a dean's fellow in the Urban Education Policy Ph.D. program at the University of Southern California.

Irma Brasseur-Hock (ibrasser@ku.edu) is a research associate at the University of Kansas Center for Research on Learning. Jean Clark (jclark@ccps.org) is learning specialist in Cecil County Public Schools, Cecil County, Md. Marilyn Ruggles (mruggles@ku.edu) is a research assistant at the University of Kansas Center for Research on Learning. Carol Hatton (chatton@ku.edu) is project coordinator at the University of Kansas Center for Research on Learning. ■