Are You Flipping Out or Flipping In?: The How's, Why's, and What's of the Flipped Classroom Model

Curtis J. Bonk, Professor, Indiana University
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The Flipped Classroom: Lectures at Home and Homework in class
(Video: 2:43)
https://www.youtube.com/watch?v=U-2A7eb74-g

MIT OpenCourseWare (OCW)
http://ocw.mit.edu/index.htm

Learning is Changing...
(i.e., it’s more informal, video-based, ubiquitous, collaborative, self-directed, global, mobile, open, massive, etc.)

Frank Basile, an aircraft technician, took an MITx course on circuits and electronics to increase his knowledge.

Joe Alfonso, a financial adviser from Oregon, is taking the online finance course as a “refresher.”

Learning is More Flipped
One Man, One Computer, 10 Million Students: How Khan Academy Is Reinventing Education, Forbes, November 19, 2013, Michael Noer
The One World Schoolhouse (Twelve, Oct. 2, 2012)

Bending over backwards for students?
Maybe it’s time to flip your classroom?
Type in “Flipped classrooms Army” and what do you get?

What else do you get?

February 5, 2014
Lessons Learned from 1,125 Flipped Classrooms
It’s been 40 years since the Army first experimented with competency-based learning, Peter D. Lenn

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The solution they decided to test was what we now call the “flipped classroom”. After initial successes, the Army opened 1125 learning centers in every combat arms battalion worldwide. They also converted Advanced Individual Training schools to the flipped model. The result was the army was able to train over 500,000 soldiers for highly technical jobs with 85% reaching A-level competence in 40% less time than the prior conventional courses.

"Today’s flipped classroom dictates that students watch lessons at home in order to increase classroom time for practice and intervention. Note that in the Army’s learning centers the soldiers watched lessons in the classroom rather than at home.”
February 5, 2014
Lessons Learned from 1,125 Flipped Classrooms
It's been 40 years since the Army first experimented with competency-based learning, Peter D. Lenn

“This experience with the Army led to our developing programs that have served more than 400,000 high school and college students.”

February 12, 2014 (3:10 video)
DODDS-Europe teachers find success with 'flipped classroom' approach, Stars and Stripes, Jennifer H. Swan
KAISERSLAUTERN, Germany

“Welcome to “flipped mastery,” an innovative approach to learning that a group of Department of Defense Dependents Schools-Europe teachers in Germany are using to help more students succeed in math.

• Welcome to “flipped mastery,” an innovative approach to learning that a group of Department of Defense Dependents Schools-Europe teachers in Germany are using to help more students succeed in math.
• Flipped learning is a growing trend in U.S. military and stateside classrooms. Students watch their teachers’ video lectures at home and do their “homework” in class.

February 12, 2014
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February 12, 2014
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“We tried lots of things — we tried project-based learning; we tried cooperative groups,” Kelly said. “The bottom line is, we would get students that were not prepared. They come to your classroom ... they don’t know things they should know already. Then we expect them to learn algebra at a higher level. It just wasn’t happening; they weren’t doing the work. They were confused.” What sold the teachers on “flipped mastery” was the “mastery.”

Question #1: How to get them to do the work before class?

• Model it
• Points awarded
• Test on it, email back 2-3 answers
• Make it an expected part of the community
• What else?
Question #2: How else motivate students to flip?

• Grade their prework
• Inspire
• Share the purpose, rationale, objectives
• Use it
• Bring back former students for testimonials
• Build on it (not a one-off activity)

February 12, 2014
DODDS-Europe teachers find success with 'flipped classroom' approach,
Stars and Stripes, Jennifer H. Swan
KAISERSLAUTERN, Germany

"After the first year of flipping, the Algebros compared their first semester of "flipped mastery" math to the same first semester a year ago of traditional math. Brust, Sullivan and Kelly had 77 D’s and F’s — out of 265 students — at the end of first semester traditional math during the 2010-2011 school year. The number of D’s and F’s dropped to 29 at the end of the first full semester of flipping in 2011-2012."

February 21, 2012
Rethinking Learning with Salman Khan, Stanford Graduate School of Business

"About Khan Academy (Video 8:16)
http://www.khanacademy.org/about"
Salmon Khan (2012). The One World Schoolhouse.

“The old classroom model simply doesn’t fit our changing needs. It’s a fundamentally passive way of learning, while the world requires more and more active processing of information.”

Salmon Khan (2012). The One World Schoolhouse.

He explains that if students have consumed learning content before class, “teachers can then carve out face time with individual students who are struggling; they can move away from rote lecturing and into the higher tasks of mentoring, inspiring, and providing perspective.”

Reusable Khan
Lacking Teachers and Textbooks, India’s Schools Turn to Khan Academy to Survive, NY Times, Anupama Chandrasekaran, Oct. 15, 2012

Students at Sree Karpagavalli Vidhyalaya school in Chennai, Tamil Nadu, watching Khan Academy math videos.

The Flipped Classroom Enables Personalized Learning
Microsoft Educator Network

Aaron Sams and John Bergmann’s book Flip Your Class: Reach Every Student in Every Class Every Day; “15 Reasons To Flip Your Classroom” speak to personalized learning:
• Helps struggling students;
• Increases instructor-learner interaction;
• Allows for different learning rates or speeds;

The Flipped Classroom

What is Flipped Classroom?
• A model of learning that rearranges how time is spent both in and out of class to shift the ownership of learning from the educators to the students (The NMC horizon report, 2014).
• The Flipped Classroom inverts teaching methods, delivering instruction online outside of class and moving homework into the classroom.
• Students watch online lectures at home at their own pace, communicating with peers and teachers via online discussion.

Source: Demski, J. (2013). Illustration by Peter Hoey
Flipping the Class, Penn State (3:23 video)
https://sites.google.com/site/flippingclass/

Teaching for Tomorrow: Flipped Learning (Video: 2:52)
https://www.youtube.com/watch?v=4a7NbUfr_jQ

Teacher’s role

Traditional Classroom

Lecture Today

Flipped Classroom

Activity Today

SAGE in the stage

GUIDE on the side

Why is it significant?

- Students can watch, rewind, and fast-forward as needed while they cannot stop to reflect upon what is being said in traditional classroom.
- Devoting class time to application of concepts might give instructors a better opportunity to detect errors in thinking.
- Collaborative projects can encourage social interaction among students to support their peers.

6 Expert Tips for Flipping

1. Use existing technology to ease faculty and students into a flipped mindset.
2. Be up front with your expectations.
3. Step aside and allow students to learn from each other.
4. Assess students’ understanding of pre-class assignments to make the best use of class time.
5. Set a specific target for the flip.
6. Build assessments that complement the flipped model.

Source: Jennifer Demski, Campus Technology, 23 January 2013

May 13, 2014
Exploring the Fringe: Flipping, Microcredentials, and MOOCs
Jeff Cobb and Celisa Steele, Tagoras
http://www.tagoras.com/2014/05/13/flipped-learning-microcredentials-moocs/
May 13, 2014
Exploring the Fringe: Flipping, Microcredentials, and MOOCs
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http://www.tagoras.com/2014/05/13/flipped-learning-microcredentials-moocs/

flipping (noun)
ˈflɪ pɪŋ
- learning strategy that offers preparatory or foundational content outside of the classroom and uses class time for active learning

March 12, 2014
The Flipped Learning Network
http://www.flippedlearning.org/definition

Freddie Diaz-Batista, Flipped Learning, February 14, 2014, E-learning Blog
http://freddiediazbatista.com/main/

Flipped VS Traditional

Flipped
- Teacher instructs at home (video, podcast, book, websites)
- Students work in class
- Little or no homework
- Focus on collaborative group work
- Teacher is available support in class

Traditional
- Teacher instructs
- Students take notes
- Students follow guided instruction
- Teacher gives assessment
- Students have homework

Digital distraction in the classroom
July 11, 2012 by Stephanie Chasteen, The Active Class
http://theactiveclass.com/category/uncategorized/

At home: Students watch videos or screencasts
In class: Instructor works with students on hands-on and face-to-face work
“Guide on the Side”

Lessons on iPad (i.e., Flip the class)
(e.g., ShowMe: http://www.showme.com/)
Digital distraction in the classroom
July 11, 2012 by Stephanie Chasteen, The Active Class
http://theactiveclass.com/category/uncategorized/

“I no longer go to work to ‘perform’ five times a day; instead, I look forward to going [to class] and interacting with my students all day,” says high school teacher Jonathan Bergmann...In the flipped class, instructors create video podcasts for students to watch — either of lectures, or solving a problem, or demonstrations — and post those for the students to watch at home.

Happening in College Too!
http://www.washingtonpost.com/local/education/more-classroom-flipping-in-colleges/2013/03/11/0c425758-8a7f-11e2-98d9-3012c1cd8d1e_story.html

Flipping The Large Enrollment Psychology Classroom - NC State
(Video: 3:45)
https://www.youtube.com/watch?v=QTDQaaVWEzi

Ohio State Chemistry Flips the Classroom
(Video: 1:10)
https://www.youtube.com/watch?v=6FA_hCmfsp8

EDUCAUSE
7 Things You Should Know About...
Flipped Classrooms
My First Attempt to Flip

- Ask students to watch weekly lectures.
- Reflect on key concepts.
- Instructors help moderate it.

Freddie Diaz-Batista, Flipped Learning, February 14, 2014, E-learning Blog
http://freddiediazbatista.com/main/

"One of the big mistakes we made when we pioneered this model is that we focused too much on video. We now like to use the term “learning object” when we talk about the flipped classroom. A learning object can include videos, but it also can be resources such as online simulations, books, and periodicals.”

April 30, 2014
Flipped learning skepticism: Can students really learn on their own?, Robert Talbert, Chronicle of Higher Education
http://chronicle.com/blognetwork/castingoutnines/2014/04/30/flipped-learning-skepticism-can-students-really-learn-on-their-own/

Unfortunately this is a common misconception about the flipped classroom: That it’s “learning on your own” without any guidance or support from an instructor. I told a story in my previous post about trying to teach a friend how to play a game by giving him the instruction manual and then walking away. Whatever this is, it’s not flipped learning.

April 30, 2014
Flipped learning skepticism: Can students really learn on their own?, Robert Talbert, Chronicle of Higher Education
http://chronicle.com/blognetwork/castingoutnines/2014/04/30/flipped-learning-skepticism-can-students-really-learn-on-their-own/

A misconception about the flipped classroom itself, that it is a pedagogy of abandonment, where students are loaded up with books and videos but then left to fend for themselves. This is not the intent of flipped learning at all! The idea in the flipped classroom is to leverage human and electronic resources to teach students how to learn for themselves.

March 12, 2014
The Flipped Learning Network
http://www.flippedlearning.org/definition

April 1, 2014
Toward a common definition of “flipped learning”, Robert Talbert, Chronicle of HE

Four pillars:
Flexible environment (various modes of learning)
Learning culture (student-centered inquiry)
Intentional content (direct instruction b4 class)
Professional educator (reflective and accessible; collaborates and perfects one’s craft)
Flexible Environment

- F.1: I establish spaces and time frames that permit students to interact and reflect on their learning as needed.
- F.2: I continually observe and monitor students to make adjustments as appropriate.
- F.3: I provide students with different ways to learn content and demonstrate mastery.

Learning Culture

- L.1: I give students opportunities to engage in meaningful activities without the teacher being central.
- L.2: I scaffold these activities and make them accessible to all students through differentiation and feedback.

Intentional Content

- I.1: I prioritize concepts used in direct instruction for learners to access on their own.
- I.2: I create and/or curate relevant content (typically video) for my students.
- I.3: I differentiate to make content accessible and relevant to all students.

Professional Educator

- I.1: I prioritize concepts used in direct instruction for learners to access on their own.
- I.2: I create and/or curate relevant content (typically video) for my students.
- I.3: I differentiate to make content accessible and relevant to all students.

April 1, 2014
Toward a common definition of “flipped learning”, Robert Talbert, Chronicle of HE

Goal:
Self-regulated learning
Enhanced problem solving abilities
Confident problem solvers
Desire to learn on one’s own

May 13, 2014
Exploring the Fringe: Flipping, Microcredentials, and MOOCs
Jeff Cobb and Celisa Steele, Tagoras
http://www.tagoras.com/2014/05/13/flipped-learning-microcredentials-moocs/

Essential Goals of the Flipped Class:
- From lecture as primary;
- From instructor-centered environment;
- From individual to collaborative.
May 13, 2014
Exploring the Fringe: Flipping, Microcredentials, and MOOCs
Jeff Cobb and Celisa Steele, Tagoras
http://www.tagoras.com/2014/05/13/flipped-learning-microcredentials-moocs/

May Require:
- More time and effort to prepare;
- Resource investments;
- Prepared learners;
- A different instructional philosophy;
- Active participation.

Flipped Content Includes:
- Video captured from conferences;
- Webinar recordings;
- Brief audio or video interviews;
- Screen recordings;
- Various publications.

Class time spent:
- Problem solving activities;
- Case studies;
- Facilitated discussion;
- Other.

May 7, 2014
6 Myths of the Flipped Classroom
Joshua Kim, Inside Higher Ed
http://www.insidehighered.com/blogs/technology-and-learning/6-myths-flipped-classroom#sthash.tm2eSgl4.dpbs

- Proponents despise lectures
- Must get rid of lectures
- Students will stop coming to class
- Requires much technical knowledge
- Requires huge prep time (half true)
- Teaching evals will suffer (true)

"Flipping", TechSmith's e-learning trainers series part 5 (Video: 2:54)
https://www.youtube.com/watch?v=BXSBcM0RhB0&feature=relmfu

The Flipped Classroom (Video: 2:14)
https://www.youtube.com/watch?v=2H4RkudFXtc
February 2013

7 Myths about the Flipped Classroom, debunked, Julie Schell, Director at the Center for Teaching and Learning and an Assistant Clinical Professor at The University of Texas at Austin

http://blog.peerinstruction.net/7-myths-about-the-flipped-classroom-debunked/

- Proponents despise lectures
- Must get rid of lectures
- Students will stop coming to class
- Requires much technical knowledge
- Requires huge prep time (half true)
- Teaching evals will suffer (true)

Influences on cooperation, innovation and task orientation


- This article compares the learning environments of an inverted introductory statistics class with a traditional introductory statistics class at the same university
- Students in the introductory statistics class were first less satisfied with the structure of flipped classroom than the traditional one, but became comfortable and open to cooperative learning and innovative teaching techniques.
- The stability and connectedness of classroom learning communities seem to be high at the end of the class.

How to embed inquiry and design projects


- Faculty at California State University flipped one introduction to Digital Engineering course with the goal of increasing quality of learning for collaborative project-based learning.
- The intention of the class was to address the prevalence of passive learning in engineering classroom and the limitation of professor-student interaction in the large-scale classroom.
- In the course of analysis, they found that flipping classroom was effective in general, especially improving understanding of course materials and develop design skills.

Inverted classroom model in engineering statistics


- The researchers implemented an inverted classroom model in engineering statistics.
- Students were cooperative each other, and progressed through the learning materials faster with a greater depth of understanding.
- The researchers have done both pre and post tests, and it turned out that student performance is promising, exceeding test scores those in the traditional learning environment.

Flipped classrooms give every student a chance to succeed


- Teachers in Clintondale High School located in Detroit implemented the flipped classroom.
- Students received three videos per week, and they are all about 5 to 7 minute videos.
- With the students come prepared, the instructors were able to use the classroom time for facilitating interactive activities or discussions.
- The increased ability to receive instant feedback, more one-on-one time with their teacher when they did not understand difficult concepts, less frustration with new content, and extra time at home to revisit content as needed.
May 13, 2014
Exploring the Fringe: Flipping, Microcredentials, and MOOCs
Jeff Cobb and Celisa Steele, Tagoras
http://www.tagoras.com/2014/05/13/flipped-learning-microcredentials-moocs/

May 21, 2014
Missouri State U Improves Learning Outcomes With Flipped Course, Leila Meyer

Introductory Psychology (changed fall 2012).
Old Version = 30 percent improvement.
Flipped Class = 76 percent improvement
DFW rate from 24 percent to 18 percent

"and this is a much more rigorous course now" said Hudson. "When you think about it in terms of dollars and retention, that's pretty significant."

May 21, 2014
Missouri State U Improves Learning Outcomes With Flipped Course, Leila Meyer

"We've had a lot of great response from colleagues about what we've done to the class and the kind of outcomes we've achieved," she said. "Students love the course. They understand that engaging with the material in this way has really helped them to learn and ultimately perform better on exams."

May 21, 2014
Missouri State U Improves Learning Outcomes With Flipped Course, Leila Meyer

Hudson thinks the flipped classroom model has helped her as an instructor, too. "I feel like I'm freed up from the content," said Hudson. "I don't feel like I'm tied to going through the content in class because I can check MyPsychLab to see what content the students are understanding and what they've already mastered and where I need to put my focus and my energy for that class time together."
Flattened Classrooms and Learning Studios
Adjusting the Prescription: The School of Medicine overhauls its century-old educational approach.
Maura Singleton, February 2011, University of Virginia
http://uvamagazine.org/articles/adjusting_the_prescription/

The Learning Studio: First-year medical students work in teams in the learning studio, a radical departure from the lecture hall. “One of the goals of this whole model—of having students do a lot of the learning themselves rather than passively listening—is that they need to be lifelong learners,” says Randolph Canterbury, senior associate dean for education. (called the “flattened classroom”)

The newly expanded Medical Simulation Center lets medical trainees practice skills and case scenarios in clinical settings that mimic actual situations. Outside the operating room, a technology specialist manipulates vital signs on a patient simulator and controls the cameras recording the session.

Flipped Class Example:
Mobile Apps for the CPR Training

Rx for Education
The traditional structure of medical education is undergoing transformation from internal and external pressures alike. New paradigms are giving way to fresher approaches.

In: Applying Knowledge
Problem-solving
Thinking
Critical thinking
Teaching
Reading
Observation

Out: Reassessing
Reassessing
Reassessing
Reassessing
Reassessing
Reassessing
Reassessing
Reassessing

Self-directed learning Top-down learning
April 30, 2014
New Learning Hubs Locations Hosted by The New York Public Library and Seven Other International Partners, Coursera Blog

April 21, 2014 (6:52 video)
Multimedia Assignments: Not Just for Film Majors Anymore (student and instructor produced videos)
Chronicle of Higher Education, Danny Ledonne

April 21, 2014 (6:52 video)
Multimedia Assignments: Not Just for Film Majors Anymore (student and instructor produced videos)
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Video production fosters
• Engaging more senses and learning styles
• Deeper engagement
• Content reflection
• Can be shared and reused

April 21, 2014
Microflipping:
a Modest Twist on the 'Flipped' Classroom
Chronicle of Higher Education, Sam Buemi
http://chronicle.com/article/Microflipping-a-Moder Twist/145951/

Microflipping includes:
• Lecture of 5 minutes maximum;
• Clickers, mobile apps, videos, activities, conversation, etc.;
• Constant balance between lecture and activity is by creating a script that outlines what content and activities I will be covering during class, and which technological tools I’ll be using.

"But in practice, the flipped classroom often feels like an all-or-nothing endeavor that does not serve students as well as it could. Instructors typically either invest in flipping classes—using social media, video-editing software, or other bells and whistles of educational technology—or they don’t. What if, instead, we used a partially flipped classroom—the "microflipped" classroom—that combined the best of the old and new teaching approaches?"

“Microflipping is a "guide on the side" approach that can be highly versatile inside and outside the classroom. Unlike the fully flipped approach where students are expected to come to class prepared, microflipping is designed to instruct both those students who have done the required assignments before class and those who have not. It blends the flipped-classroom and traditional-lecture approaches.”
How to Make Flipped Learning Work
April 21, 2014, eSchool News
http://www.eschoolnews.com/2014/03/11/make-flipped-learning-work/

Life in a Drop of Water (Video 1:19)
http://www.youtube.com/watch?v=Gg6Mw60pwBI&feature=share&list=TLvseCJWHG9ucfbwmxmecnHruIu8VEoyBY
10 must-watch videos for flipped learning,
April 21, 2014, eSchool News
http://www.eschoolnews.com/2013/10/24/flipped-videos-learning-10?ast=123&astc=11015

What if the Death Star was real? (Video 7:40)
http://www.youtube.com/watch?v=HDL0KAm9Cbs&feature=share&list=TLvseCJWHG9ucfbwmxmecnHruIu8VEoyBY
How to Make Flipped Learning Work, April 21, 2014, eSchool News
http://www.eschoolnews.com/2014/03/11/make-flipped-learning-work/

Don’t make these mistakes with flipped learning
By Meris Stansbury, Associate Editor, April 21, 2014, eSchool News

Try these free resources for the flipped classroom
Meris Stansbury, April 21, 2014, eSchool News
http://www.eschoolnews.com/2013/04/02/try-these-free-resources-flipped-classroom/
How to Create...?
Creating videos for flipped learning, eSchool News
http://www.eschoolnews.com/2013/09/09/educators-video-flipped-
Joe Zisk: http://teacheronline.us/screencapture/

• Screencasting software for iPads includes:
  – Replay Note ($4.99), Explain Everything ($2.99), Screenchomp (free),
  and ShowMe (free).
• Screencasting software for a laptop or desktop includes:
  – Jing (free), Snagit ($29.95), Screencast-o-matic (free),
  Camtasia Studio ($179), Camtasia for Mac ($75 for a single educator
  license), and aTube Catcher (free).

I Flip, You Flip, We All Flip: Setting Up a Flipped Classroom
(Video: 24:09)
https://www.youtube.com/watch?v=ZRvmjjeZ9CA

August 5, 2013
Free Online Higher Education: 5 Best MOOCs
By Kannan Sankaran, Epoch Times
http://www.theepochtimes.com/n3/229640-5-best-moocs-for-free-online-higher-
MOOC at UPenn; Recession Fuels Explosion of Online Learning
http://on.aol.com/video/recession-fuels-explosion-of-online-learning-517885097

Laurel Thatcher Ulrich, a Harvard historian, was filmed in
the HarvardX studio for her class, "Tangible Things."

May 18, 2014
Harvard goes all in for online courses
The stress is on production values, props, and, yes, scholarship
The Boston Globe, Marcella Bombardieri
https://www.bostonglobe.com/metro/2014/05/17/behind-harvard-explosion-
online-classes-flurry-lights-camera-action/BybPhkyfX59D9a7icmHz5M/story.html

• Two professors who teach an undergraduate course on China completely
  replaced in-class lectures with materials from their MOOC, to be reviewed by
  the students as part of their homework. Class time is now dedicated to discussion,
  and participation is being graded for the first time – not always to
  students’ liking.
• Videos are only the beginning. HarvardX is building interactive mapping and timeline tools and a
  program that allows students to post comments inside videos uploaded by their classmates.

April 14, 2014
The New Academic Celebrity
Why a different kind of scholar—and idea—hits big today,
Chronicle of Higher Education, Christopher Shea
April 14, 2014
The New Academic Celebrity
Why a different kind of scholar—and idea—hits big today,
Chronicle of Higher Education, Christopher Shea

TED Topics

[Image of TED talk topics]

Why Use Video?
1. David Ausubel (1978) argued that knowledge was hierarchically organized.
2. New learning concepts and ideas to be subsumed under or anchored within prior learning experiences (i.e., meaningful info must be related to what already know).
3. Advance Organizers: Per Ausubel, we must provide a context, richer, deeper learning.

Why Use Video?
4. Dual coding theory (learning information verbally and visually is more richly stored): Alan Paivio.
5. Anchored instruction and macrocontexts: John Bransford and colleagues.

Segment Video Anchors
(e.g., TubeChop of V-PORTAL: Video Primers in an Online Repository of e-Teaching and Learning; "Wikibooks Hooray for Us")
http://www.tubechop.com/watch/378752

Discuss Videos
(e.g., Grockit Answers and Vialogues; https://vialogues.com/)

Collaborative Video Annotations and Discussions (Craig Howard, IU)
June 2, 2014
Using Video Annotation Tools to Teach Film Analysis,
Chronicle of Higher Education, Chuck Tryon

Video is Popular in Korea

Video is Popular in the USA
GETideas Channel, Cisco
(Thought Leader Series uploaded to YouTubEdu),

Experts from Lynda.com
http://www.lynda.com/

March 9, 2012
Online Learning Polyglots
http://www.nytimes.com/2012/03/11/nyregion/a-teenage-master-of-languages-finds-online-fellowship.html?_r=1&pagewanted=all

TEDx
Aaron Doering, Chasing Seals
http://chasingseals.com/

Timothy posts videos of himself speaking several languages on YouTube.
Educational Video Anchors

TED-Ed: http://education.ted.com/

May 29, 2014
This woman has one of the coolest jobs at IU, Inside IU Bloomington (emerging technology specialist at University Information Technology Services, Nitocris Perez)

TV Lesson (expert videos)

How long is an ideal YouTube video?
(Lin, Bonk, et al., 2010)

Ten Anchors and Enders: Instructor Centered

1. Online Video Anchoring

Online videos are used as an anchor or advance organizer of a class lecture.
2. Online Video Ender
Online videos are used after discussion and activities as a class “ender” or capstone event.

6. Pause and Reflect
The instructor(s) plays a portion of a YouTube video and pauses for reflections and then continues playing the video which is followed by still more class reflection.

7. Key Concept Reflections
Instructor shows the YouTube video and asks students to reflect on concepts embedded in it. He may replay the video 1-2 more times while prompting the class for certain key concepts. He might ask students to say “pause” when they see a concept from a particular chapter or unit displayed.
9. On-Demand Conceptual Anchoring and Review

Instructor pauses a class activity or discussion at any moment and shows a YouTube video related to a concept, theory, or idea being presented or discussed.

Advice and Guidelines

1. When using shared online videos, consider the learning theory or approach that makes them more powerful than other media.
2. Assign students to reflect on why or how you used them.
3. Length of video for activities should be less than 10 minutes and preferably under 4 minutes.
4. Watch and approve all videos before selecting. And test for link rot.
5. Have back-up videos in case they do not work or are taken down.
6. Considering offering online video creation as an option—can foster student creativity.
May 5, 2014
Microcourses (Video 1:33)
New platform challenges conventional MOOCs, Mike Siegel
eCampus News

April 25, 2014
Infographic: Why Digital Education?
Moris Stansbury, eCampus News

Next Steps for you...
And Next Steps for me...

May 5, 2014
New platform challenges conventional MOOCs, Mike Siegel
eCampus News

Your Next Conference?
FlipCon14 -- 7th Annual Flipped Conference, June 23-25, 2014
USING TECHNOLOGY TO IMPROVE STUDENT LEARNING: The Flipped Classroom – Strategies and Tips
Professor Joe Zisk, June 16-July 7, 2014
California University of Pennsylvania, zisk@calu.edu
http://teacheronline.us/mooc/microcourse-flyer.pdf
To pre-register for the courses go to www.teacheronline.us/mooc

Introducing the “TEC-VARIETY book…
(Activity #64, pp. 191-194 is on Flipping the Class)

Every Chapter is Free in TEC-VARIETY…
http://tec-variety.com/freestuff.php

Introducing the “TEC-VARIETY website…
http://tec-variety.com/

Stop and Share:
Three Words from This Session!

Slides at: TrainingShare.com
Papers: PublicationShare.com
Book: http://worldisopen.com/

Questions, Comments, Share Ideas
(Will Work, might work, won't work)