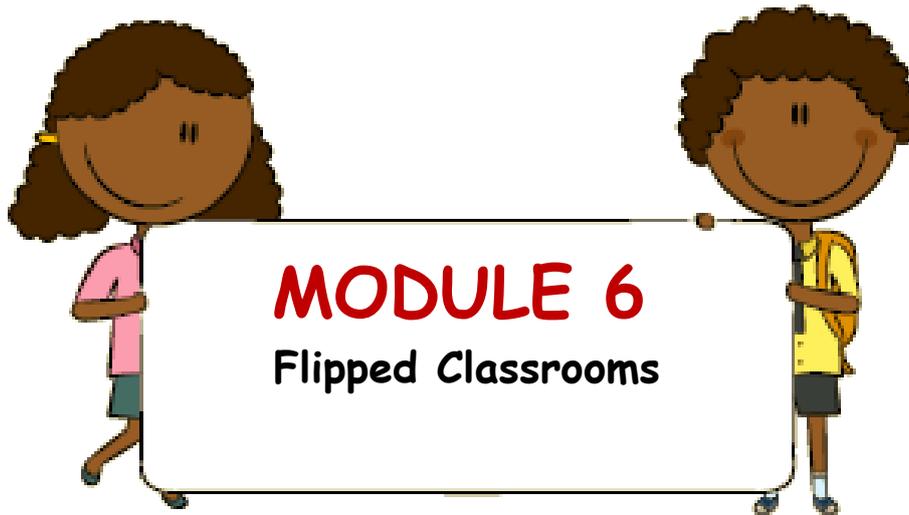




ICT4RED
ENHANCING EDUCATION

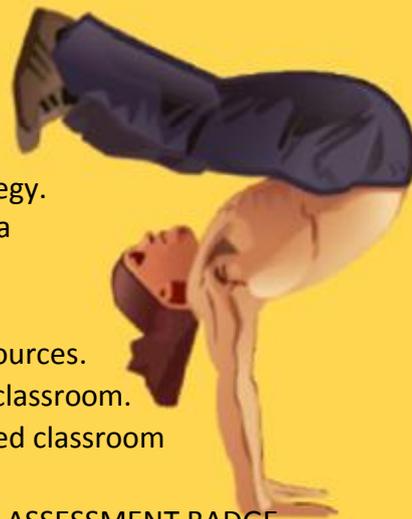


Outcomes

By the end of this session you will be able to:

1. Use Flipped Classrooms as a classroom strategy.
 - a. Describe the benefits and limitations of a flipped classroom.
 - b. Analyse a flipped classroom lesson plan.
 - c. Find and evaluate flipped classroom resources.
 - d. Choose apps that can support a flipped classroom.
 - e. Design and critique mobile infused flipped classroom lesson plans.
2. Do the FLIPPED CLASSROOM BADGE and the ASSESSMENT BADGE
3. Explore the use of a mobile device:
 - a. Create videos for pre-class activities.
 - b. Scan or copy learner work using a scanning app.
 - c. Complete electronic word and spreadsheet templates.
4. Use the following suggested apps:

Video Player, Audio Player, Acrobat PDF Reader, Memoires, Kingsoft Office, Random Student Picker, ES File Explorer, Aldiko, Swiss Army knife timer, Wikipedia, Khan Academy, Simplemind, Camscanner. Android Video Maker Pro, Witalky, Dictionary, Learnist





Introduction

 10 min

During this module you will have a flipping good time as you model the Flipped Classroom teaching and learning strategy during the session. You should by now have a pretty good idea what a flipped classroom is, as you have already, before this session, investigated the videos, podcasts, articles and resources that can assist you to answer the following questions:

- What is a flipped classroom?
- How is it different from the way that you are teaching right now?
- How can technology help you in flipping your classroom?



Activity 0

Homework  30 min at home

This activity will take place **BEFORE** the session. It is of the utmost importance that you understand what a flipped classroom is before you come to this session. All the resources for this activity can be found in your *Module 6 Resources* folder.

What you have to know:

1. Listen to the podcast on Flipped classrooms from **TeacherCast Educational Broadcasting Network: TeacherCast Podcast #26 “The Flipped Classroom”** – (<http://podcast.teachercast.net/>)
2. Watch the video from MediaCore: **“How the Flipped Classroom works”** – (<http://goo.gl/HVZgG6>)
3. Watch the video from MADDDrawProductions: **“The Flipped Classroom Model”** – (<http://goo.gl/9hcFQ>)
4. Read the eBook: **The Flipped Classroom Model** – By Jackie Gerstein



30min at home

Answer the following questions:

- What is a flipped classroom?
- How is it different from what I am doing now?
- How can technology help me to flip my classroom?
- How can I use it in my teaching?



In this activity we will practically answer the question of what a flipped classroom is by doing a “mock” flip pretending that the out-of-class work takes place at home.

A flipped classroom

In flip teaching, the students first study the topic by themselves, typically using video lessons prepared by the teacher or third parties. In class students apply the knowledge by solving problems and doing practical work. The teacher tutors the students when they become stuck, rather than imparting the initial lesson in person. Flipped classrooms free class time for hands-on work. Students learn by doing and asking questions. Students can also help each other, a process that benefits both the advanced and less advanced learners. (Source: http://en.wikipedia.org/wiki/Flipped_classroom)

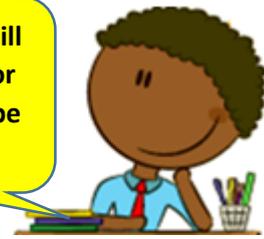
| | Before Class | During Class | After Class |
|--------------------------|--|--|---|
| OLD (Before the Flip) |  Students read over materials |  Students listen to a teacher |  Students attempt the homework |
| NEW (After the Flip) |  Students complete the interactive learning module |  Students practice applying key concepts with feedback |  Students check understanding and extend learning to more complex tasks |

1. Working in pairs, set your timer for 20 minutes and find a quiet place outside of the classroom where you can go through the content for the mock flipped lesson.
2. While going through the content, answer the following question: What practical lifeskill would I like my learners to be able to do?
 - Watch the video: **Mock flip lesson instructions**.
 - Read the article that the video is based on in your Module 6 resource folder: **50 Things Everyone Should Know How To Do** (Online here: <http://goo.gl/BNNT>)
 - Read through the lesson plan: **Mock Flip Lesson plan**.
3. Return to the classroom to join your group of 4.

4. Each group must now pick 1 lifeskill that you would like your learners to be able to learn/do and complete the lesson plan template collaboratively in your groups.

- The time keeper must set the timer for **30 minutes**.
- You will find the template, **Lesson plan template**, in your resource folder.
- Use the **Flipped Lesson Plan Rubric** (spreadsheet) in your resource folder to make sure that your group's lesson meet all the criteria by inserting a score under the **Score A** column.
- **Suggestion:** One group member use their tablet to keep time and complete the lesson plan manually, one complete the lesson plan electronically on their tablet, one completes the rubric manually and the last member completes the rubric spreadsheet electronically.

What life skill will be important for my learners to be able to do?



| Description | Level (0) | Level (1) | Level (2) | Level (3) | Score A | Score B | Score C | Avg score |
|---|-----------|-----------|-----------|-----------|---------|---------|---------|-----------|
| Level, Grade, Subject and topic are clearly defined | | | | | | | | |
| Caps alignment | | | | | | | | |
| Time allocation | | | | | | | | |
| Outcomes | | | | | | | | |
| Teaching strategies | | | | | | | | |
| Content, Skills and Knowledge | | | | | | | | |
| Pre class activities | | | | | | | | |
| Class activities | | | | | | | | |
| Apps and technology integration | | | | | | | | |
| 21 st century skills | | | | | | | | |
| Total scores | | | | | | | | |





Activity 2

Flipped assessment

 30 min

This activity will help you to analyse and evaluate a flipped lesson plan using a rubric as an assessment tool.

1. Swap your group's (manual) lesson plan with the group next to you in a clockwise fashion.
2. Assess the lessonplan using the (manual) **Flipped Lesson Plan Rubric**. Insert your group's score under the **Score B** column. Your facilitator will complete the scores under Score C. The group with the highest score earns the Flipping Good Group award.
3. Use the app called *Camscanner* to create a copy of the completed lesson plan and share it with your facilitator (via email, bluetooth or wifi).



This an example of formative assessment done by your peers and the assessment tool is a rubric.



How-to tutorials

- How to print or scan documents using *Camscanner*



Activity 3

Flipped lesson planning

 70 min

During this activity you will create a flipped lesson plan that you can use in your classroom. This lesson plan will cot towards your Flipped classroom badge (see criteria on page). You are welcome to team up with a colleague teaching the same subject or phase as you to brainstorm some ideas and to help one another.

You will need to following documents to create your lesson plan:

- CAPS document and planner;
- Example lesson plan (**Example flipped lesson plan for teacher PD**);
- **Lesson plan template**;
- Suitable app guidelines and
- Lesson plan support sheet

Instructions:

1. Plan a flipped classroom lesson that you could teach using all the support material mentioned above.



HINT:

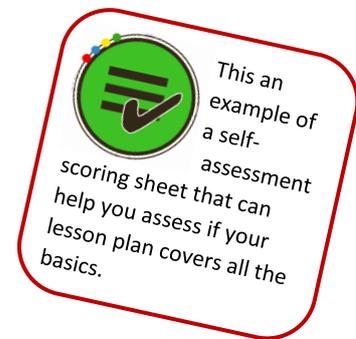
You may use a mind-mapping app to visualise your ideas.

Bear the following in mind as part of your planning:

- You need to clearly define what it is you want the learners to learn.
- Decide what resources you will provide them with for the pre class activity.
- Are you going to create your own material (video, podcast, articles) or are you going to use existing materials (Youtube, Khan Academy, Learnist)?
- What apps can you use to support your flipped lesson (Simple Mind, Wikipedia, dictionary, Youtube, Kingsoft Office...). Make use of the **App evaluation rubric** and the **Lesson plan support sheet** to make sure that you choose the most effective app.
- How does the lesson support 21st century skills? See the **Lesson plan support sheet**



2. Use the **Lesson plan template** in the Module 6 folder and complete the details of your lesson idea as far as you can.
3. Use the **Flipped lesson plan rubric** document to check that your lesson is relevant.
4. Present your lesson plan to critical evaluators if there is time left.



1. Use the *Memoires app* to reflect on the module 6 session:
 - a. What worked and what did not work? Why?
 - b. How can I use the Flipped Classroom Strategy in my classroom?
 - c. How does the Flipped Classroom Strategy support 21st century skills (the 4 C's)?



All reflection activities will count towards a REFLECTIVE PRACTITIONER BADGE Make sure that your *Memoires* app shows the time line of all your reflective entries.

2. Do the FLIPPED CLASSROOM BADGE (see next page)
3. Try the optional ASSESSMENT BADGE (see page 8 and 9).
4. Complete your **Outcomes Checklist** to monitor your progress (see page 10).



Compulsory Badge

Must do



FLIPPED CLASSROOM BADGE



This badge is a compulsory badge that must be completed in order to graduate.

Instructions:

Create a flipped classroom lesson plan relevant to your class context and supply supporting material for pre and in-class activities and content (e.g. videos, podcasts, reading material). Use the **Flipped lesson plan self-evaluation** sheet to assess if your lesson conforms to the assessment criteria.

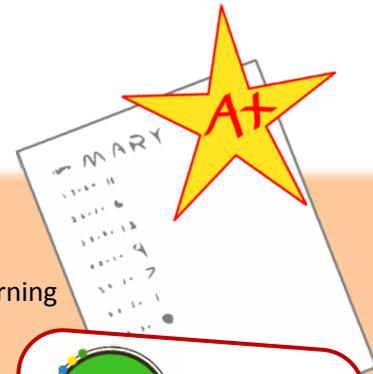
| Assessment criteria | | | |
|---------------------|---|---|---|
| | What to do | What to provide | V |
| 1 | Design a flipped classroom lesson using the Flipped classroom lesson plan template, making sure that you incorporate relevant technology and 21 st century skills. | A completed lesson plan in electronic format. <ul style="list-style-type: none"> • Pre and in class activities is well described. • 21st century skills incorporated • Relevant apps and technology used. | |
| 2 | Assess your lesson plan using the Flipped lesson rubric or Flipped lesson self-evaluation sheet | A completed electronic copy of your Flipped Lesson self-evaluation sheet or rubric. | |



Notes

Optional badge: ASSESSMENT BADGE

Before you attempt this optional badge, first work through the following material.



What is assessment?

Assessment is a way to measure if learners have achieved all the learning outcomes as stated in the curriculum (CAPS) document. We gather evidence of achievement in the form of assessment tasks using assessment tools.

During this course you have been introduced to various assessment tasks and tools (e.g. see example alongside). Badges in this course is used to formally assess if you can apply the given teaching strategy with the support of mobile technologies.

Rubrics can be used to convey clear expectations in order to complete a task according to standardised criteria.

There are two broad categories of assessment: **Informal** and **Formal**.

INFORMAL (DAILY)

- ✓ Includes assessment tasks (e.g. classroom and homework exercises, etc.) which are used to develop knowledge and skills and progress therein.
- ✓ Mainly **formative** in nature = scaffolding/ stepping stones towards formal tasks.
- ✓ Self-, peer and teacher assessment.
- ✓ Not taken into account for promotion/ certification purposes.

FORMAL (PROGRAMME OF ASSESSMENT)

- ✓ Includes assessment tasks (e.g. tests, examinations, oral/ practical performances, research projects, etc.) which are used to assess learner performance in knowledge and skills.
- ✓ Mainly **summative** in nature.
- ✓ Teacher assessment.
- ✓ Constitutes the formal result which is taken into account for promotion/ certification purposes = formally recorded.

The instruments used to gather evidence are called ASSESSMENT TOOLS. It:

- ✓ Facilitate the recording process.
- ✓ Inform the reporting process.
- ✓ Provide the basis for feedback and evaluation.



Examples of Assessment tools:

- Rubrics/ Assessment Grid (Rating scale).
- Criteria list /Checklist.
- Marking Memorandum.
- Observation Schedule.
- Any other relevant tool e.g. combination of criteria list and rubric.

To read more about assessment tasks and tools, consult your Module 6 → Resources → Assessment Folder or see our online assessment collection here:

<https://www.diigo.com/user/ict4red/assessment>

Try this.....



This Badge is not compulsory and is a challenge badge!

Instructions:

Create and submit 3 different (formative / summative assessment tools) to assess your learners' progress. Consult your module materials for examples. You will find some assessment templates and articles in your module 6 resources folder.

| Assessment criteria | | | |
|---------------------|--|--|---|
| | What to do | What to provide | √ |
| 1 | <p>Create 3 different assessment tasks with relevant assessment tools and use it to measure your learners' progress. (Formative and / or summative)</p> <p>Example: The task is a role play about bullying and the tool is a rubric. Or the task is a test and the tool is a marking memorandum.</p> | <ul style="list-style-type: none"> • 3 assessment tools (e.g. rubric, self-assessment questionnaire, scoring sheet, test) in electronic format. • For each of the above tools, supply a completed learner/ teacher assessed sheet (e.g. a written test, a completed self-assessment scoring sheet). Use a tool like Camscanner to capture this in electronic format. | |
| 2 | <p>Provide a clear motivation for your choice of the above assessment tools using the Assessment Motivation Template.</p> | <ul style="list-style-type: none"> • A completed Assessment Motivation Template for each of the above tools. (See assessment resource folder) | |



Notes



Outcome Checklist

| I can do the following: | | √ |
|--------------------------------|--|----------|
| 1 | Use Flipped Classrooms as a classroom strategy. | |
| I. | Describe the benefits and limitations of a flipped classroom. | |
| II. | Analyse a flipped classroom lesson plan. | |
| III. | Find and evaluate flipped classroom resources. | |
| IV. | Choose apps that can support a flipped classroom. | |
| V. | Design and critique mobile infused flipped classroom lesson plans. | |
| 2 | Explore the use of a mobile device: | |
| I. | Create videos for pre-class activities. | |
| II. | Scan or copy learner work using a scanning app. | |
| III. | Complete electronic word and spreadsheet templates. | |
| 3 | Create assessment tasks and tools (optional) | |
| 4 | Use the following suggested Apps: | |
| I. | <i>Kingsoft Office (word and spreadsheet)</i> | |
| II. | <i>Android Video Maker Pro</i> | |
| III. | <i>Swiss Army Knife App Timer</i> | |
| IV. | <i>Memoires</i> | |
| V. | <i>ES File Explorer</i> | |
| VI. | <i>Wikipedia</i> | |
| VII. | <i>Aldiko</i> | |
| VIII. | <i>Adobe Acrobat Reader</i> | |
| IX. | <i>CamScanner</i> | |
| X. | <i>Khan Academy</i> | |
| XI. | <i>Simplemind</i> | |
| XII. | <i>Random student picker</i> | |
| XIII. | <i>Audio Player</i> | |
| XIV. | <i>Witalky</i> | |
| XV. | <i>Dictionary</i> | |
| XVI. | <i>Learnist</i> | |



Notes



Doing it differently

This course has been designed for classrooms where all learners and teachers have access to their own mobile device. In contexts where this is not possible, you will need to reflect on how you will use your particular technology provisions within the given teaching strategy.

Examples

You can use the Flipped Classroom strategy without any embedded technology. For instance by providing them with articles and chores to do before the start of the lesson.

- **Life sciences:** Pre class: Give learners newspaper and magazine articles to work through regarding ways in which humans have impacted negatively on living organisms. In class they will do a mind map and discussion on how this can be changed.
- **Foundation Phase:** Ask the grandparents/parents/siblings to tell them a folklore story from their childhood and then in class they have to “show and tell” bringing in role play.

One device

If you only have one device, for example if only the teacher has a device, you can still use it to bring technology into your flipped classroom.

- Do your flip over a period of time and allow the learners to access the pre class material from your device by setting up an out of class station.
- Give the learners the pre class material in printed format (see examples). Use your device for in-class activities.
- Use your device to record in class activities.
- Use your device to record lesson

5 or more devices

If you borrow 4 more devices from your colleagues or have the use of a Mobikit/trolley of devices, you can organise for the learners to use these devices as part of groups for pre-class and out of class activities.

- Set up a few tablet stations containing the out-of-class material in the library or in another safe place like your classroom.
- Organise for the learners to take turns in taking the devices home or using it out-of class contexts, making sure that you take safety and security into consideration.

1 to 1 device

This is the ideal flipped classroom scenario for embedded technology and ideal as each learner will have access to the pre-class material on his/her device.

- Use your device and apps to record or create content for the learners to engage with before the lesson.
- Make sure that the relevant flipped material are transferred to the learner devices or that they can access it directly from the school server / the Internet (e.g. a blog, wiki or website)
- Provide learners with guiding questions to use while interacting with the pre-class material.
- Assist the learners in groups or individually as they do class activities.