



Flipped Learning

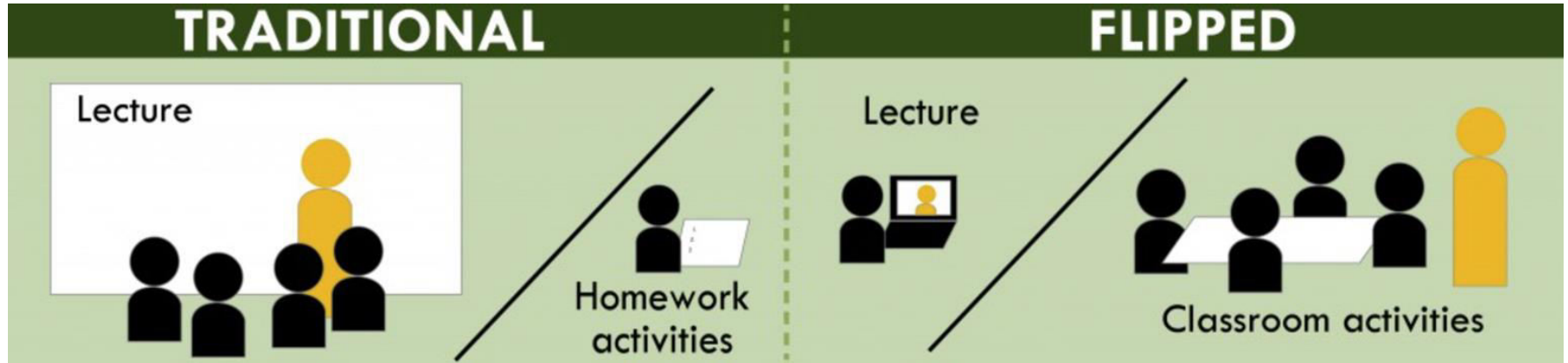
Emily Clymer
Department of Linguistics

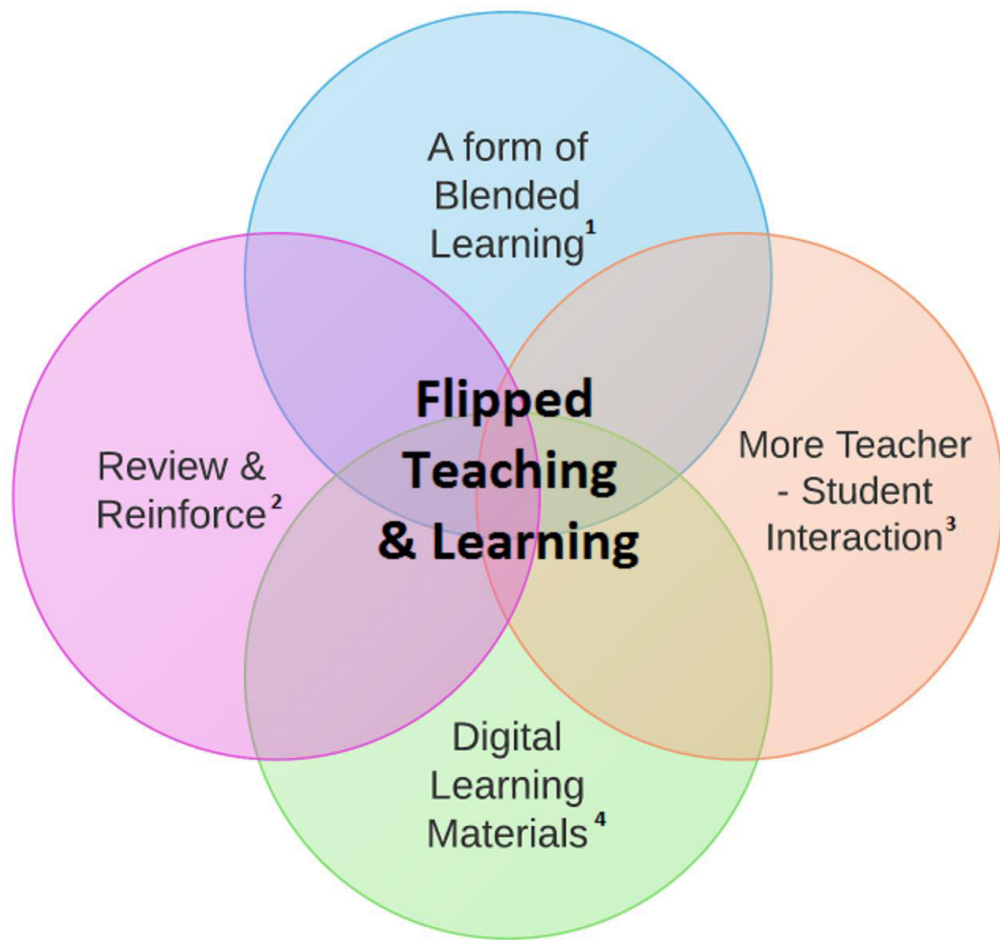
Our Agenda

- What's Flipped Learning & What does it look like?
- How can we apply it in future courses?
- What's the Good, the Reality, and Considerations for Flipped Learning?

What's Flipped Learning?

- ▶ It flips what's done in classrooms.
- ▶ Content is 'learned' at home so it can be applied in class.





What's the Difference?

Flipped Classroom

- ▶ Assigns readings, videos or other tasks before class.

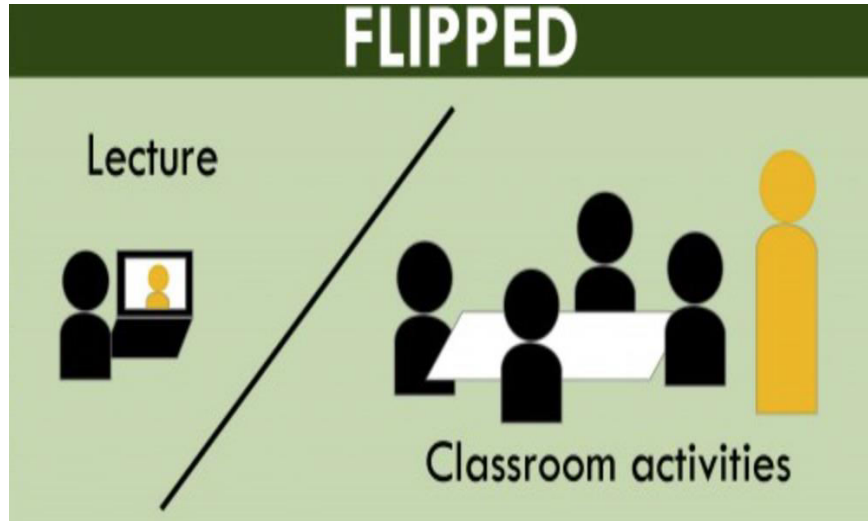
But...

- ▶ Time is “wasted” on reviewing homework.
- ▶ Lecture-based instruction.

Flipped Learning

- ▶ Creates a flexible learning environment
- ▶ Shifts the learning culture
- ▶ Identifies intentional content

Traditional FL



At Home

- Recorded Lectures
- Comprehension Tasks or Quiz

In Class

- Pair or Group Tasks that focus on Application, Evaluation or Creation





Flipped Learning Tools


vialogues






EDpuzzle



Vialogues

vialogues   [EXPLORE](#) [CREATE](#)  [Arthur Oglesby](#) 




10:42 10:57 HD   

Enter your comment here. Use 'Ctrl+Enter' to post.


 


[Q&A](#) [POST](#)

Networking is Learning 49



How does what Lima says fit teaching and learning where you are?


 [Tellio01](#)

00:16  [Tellio01](#): Networks imply a map? Yes, and this map is a tree. Does this go back to our arboreal heritage? ;-)

5 years ago

00:17 [dogtrax](#): This seems nicely connected to month of Connected Educator


5 years ago


00:32  [Tellio01](#): Trees have visible connections above ground and 'invisible' ones below. Oftentimes we value what we see to the exclusion of all else. This month I think we need to suss out the below ground connections wherever they might ...


5 years ago [More >>](#)

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World Best Motivational Videos...



10 Amazing Science Tricks Usi...



The Science of the Sting - Edu...



Insert a question at any point

make your students think and actively participate during the video lesson



B I U x² x₃

01:05
03:36



Student	Watched	Grade	Turned In
Beth	✗	0 /100	-
Daryl	✗	0 /100	-
Rick	✓	50 /100	On Time
Maggie	✓	90 /100	Late
Glenn	✓	100 /100	On Time

Maggie

Number of times a student watched a video portion

x0 x1 x2 x3 x4

x2 x2 x2 x1 x1 x1 x1 x1 x1

0:00 0:21 0:42 1:04 1:25 1:46 2:08 2:29 2:50 3:12 3:33

Video progress bar (time)

Alternative Sources

TED

iTunes U



It's not all about video lectures...

Ted Talks: Words of Experts



OpenStax: Open Source Materials



3 Steps to Establish a FL Course

Step 1. Plan in Advance.

- ▶ tools/materials, comprehension tasks, classroom tasks, & potential follow-up tasks

Step 2. Figure out how you'll make course material accessible.

- ▶ An LMS (Moodle, Edmodo, Google Classroom)
- ▶ Audio or written books

Step 3. Consider Student Interactions & Tasks.

What FL looks like in my classroom

Computer-Assisted Language Learning Course

- ▶ Edmodo (LMS)
- ▶ Mixture of Videos & Readings (No Coursebook)
- ▶ 35 students in a computer lab

Essentials of Public Speaking Course

- ▶ Edmodo (LMS)
- ▶ Mixture Readings (Coursebook) & TedTalk homeworks
- ▶ 30 students in a classroom with fixed seating

Edmodo's Role



Me to  Essentials of Public Speaking Spring '17

Greetings everyone! Here's a couple of important announcements:

1. Before Sunday's class, watch Suzanne Talhouk's TedTalk called "Don't Kill Your Language" and complete the Week 2 Listening Log (pg. 9 in our course book).

2. Prepare (practice, practice, practice!) your "I am From" poem to present.

3. I've attached a photo that explains (with more examples) when to use "during" instead of "in" as a preposition. [Less...](#)



Suzanne Talhouk: Don't kill your language



Setting the task.
Clear instructions.



Opportunities to
further reinforce
what occurred in
class.

Class Time



Typical FL Activities



Jigsaw Readings



Gallery Walks

From a different perspective...

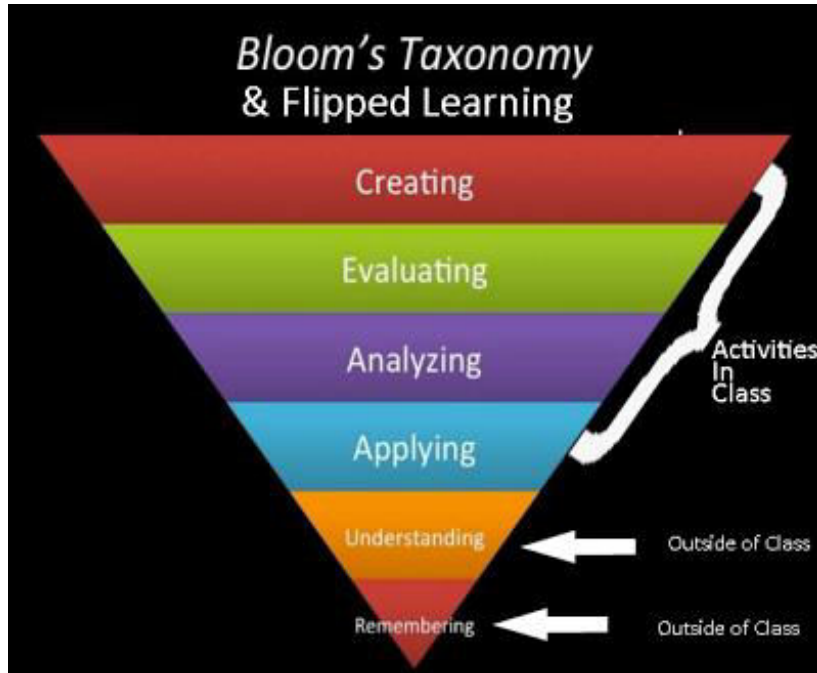
My Traditional Classroom

Activity	Time
Review Homework	0-10 min.
Lecture	25-30 min.
Individual / Pair Activity	10 min.

My Flipped Classroom

Activity	Time
Comprehension Check Activity	0-10 min.
Pair / Group Learning Activity	25-30 min.
Feedback / Debriefing	10 min.

The Positive Side of FL



- ▶ Frees up class time for “active learning”
- ▶ Creates Collaborative Learning opportunities
- ▶ Increases Student Engagement

The Reality of FL

- ▶ **Students just don't do out-of-class work.**
 - ▶ **Solution:** Make them accountable.
- ▶ **Students don't always have reliable internet access.**
 - ▶ **Suggestion:** If planned ahead of time, materials can be collected and book or CD can be produced.
- ▶ **Students just aren't ready for this.**
 - ▶ **Reality:** They are ready -- just be prepared for some bumps in the road.

Considerations for FL

- Are we doing things differently or just doing different things?
- Don't let materials get you down. Make your own!
- Commit to change; ride the wave.





Project Based Learning

Tasnim Al-Naimi
Department of Linguistics

Questioning Traditional Assessments

Traditional Assessment Tools

- ▶ Multiple Choice Test
- ▶ True/False Tests
- ▶ Short Answers
- ▶ Essay



Agenda

- ▶ What's Project Based Learning?
- ▶ What makes PBL unique?
- ▶ How to integrate PBL into your course?
- ▶ How can I effectively design and assess projects?

What is PBL?

A method of instruction and assessment in which students gain knowledge and **skills** by working for an **extended period of time** to **investigate** and respond to an **authentic,engaging** and **complex question, problem, or challenge**.

- can involve group and individual work
- extended period of time can vary
- scenario can be real or imaginary

Examples of PBL

An English for Specific Purposes Course in the Linguistics Department

A project that requires students to:

- ▶ imagine they're budget travellers who will spend 10 days in the UK.
- ▶ adhere to a budget
- ▶ conduct research
- ▶ design itineraries

A Services Marketing Course in the Business Department

A project that requires students to:

- ▶ identify a local business in need of help
- ▶ research their marketing techniques
- ▶ create a new marketing plan and evaluate its effectiveness at the business

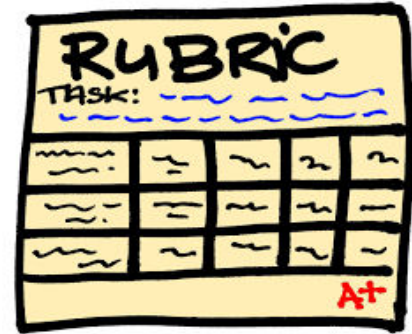
What makes PB unique?



- ❑ Contextualized, communicative tasks



- ❑ Oriented to Process
- ❑ Promotes Creativity



- ❑ Descriptive Rubrics
- ❑ Clear Feedback

Integrating PBL into Your Course

Identify Important
Learning
Outcomes

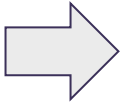
Design Project(s) that
measures those
Learning Outcomes

Share with Students at
Beginning of Course

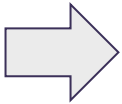
Computer-Assisted Language Learning Course

Department of Linguistics

Research
Essay &
Electronic
Presentation



E-Folio,
Tech
Proposal, &
Quiz



Course Outcomes

By the end of this course, you will be able to...

- Define CALL, describe its history and specific terminology
- Explain the role of information technology in the teaching/learning process
- Evaluate the role of the teacher in computerized learning environments
- Practice using specific tech tools and giving short demo-presentations to the class
- Design English Language activities that incorporate tech tools.
- Design computerized language assessments of various types.

Course Assessments

In our course, you will be evaluated in the following ways...

Assignments* 15% (come to class prepared—read the material before and be ready to share!)

Demo Presentations (Every Thursday) 5% (outline of presentation and delivery of presentation)

Midterm Project: 30%

You will write a 1500- word research essay about how one tech tool or more can influence positively ONE of the language skills of language learner (writing, reading, speaking or listening). You will develop an argument (an opinion based on research you will do and knowledge you will gain from this course) to explain this tool's influence on language learning. You will need to include at least 4 sources and a sources page that is in APA format.

Final Exam Project: 50%

You will create an electronic portfolio (a personal website) that will contain several other 'parts/pages' that you will create. These parts will include:

1. Home Page
2. Your Midterm Research Essay rewritten after being corrected by the teacher.
3. Your Midterm PowerPoint/Prezi/ or Powtoon redesigned after being evaluated by the teacher
4. Electronic quiz based on this presentation
5. Tech Tools for a University Course
6. A letter to a prospective CALL student
7. About Me



Half Projects



Full Projects

Implementing PBL



Plan

- ❑ Set a clear goal
- ❑ Design project components
- ❑ Set a deadline and assign points
- ❑ Design a grading rubric



Share

- ❑ Use classroom management tool
- ❑ Have Q&A session



Assess

- ❑ Use the grading rubric
- ❑ Give interactive feedback

Integration of an LMS

- **Edmodo**
a free LMS that looks like Facebook
- OR
- **Moodle**
UJ's E-learning program
 - post docs, videos, comments
 - homework or project submission
 - distribute grades



Me to Old one-CALL

Final Project

Turned In (25)

Due: December 29, 2016 10:00 pm

Important Notes

**Using this assignment link, you can share all the materials of the Final Project as a backup. Just click on the blue button ' Turn in' and share the following:

1. Weebly Link
2. All the documents you created (attach the essay, the quiz as a link, the slides, and the CV)

**This should be completed and submitted by Thursday midnight (29.12.2016)

** I told you before that I'll be waiting for you in my office till 4.00 to receive the hard copy of your project, but unfortunately [More...](#)

Student's Work

Batool's Website

Aseel's Website



Thank you for your kind
attention!

Sources

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Alternative Teaching Activities

Jigsaw Reading

Readings

Student A: Jigsaw

Student B: Gallery Walk

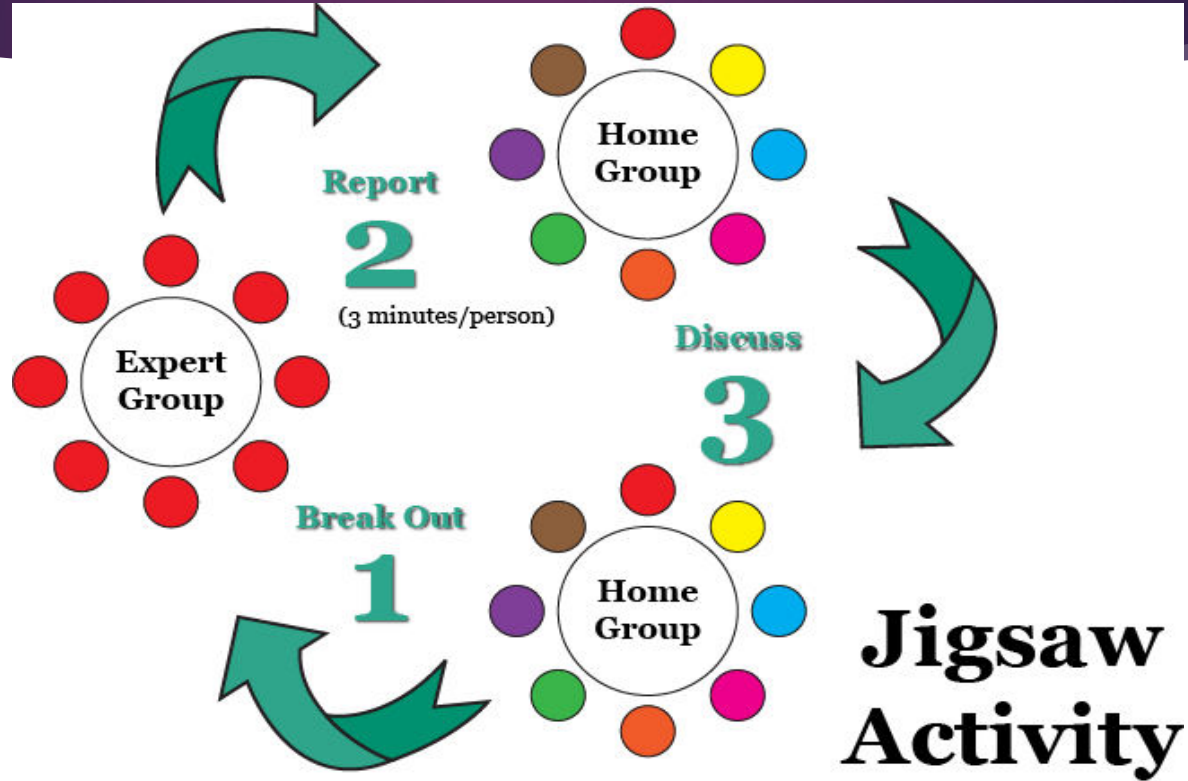
Student C: Role-Plays

Student D: Learning Stations

Student E: Interactive Quizzes



Setting Up the Jigsaw



Debriefing

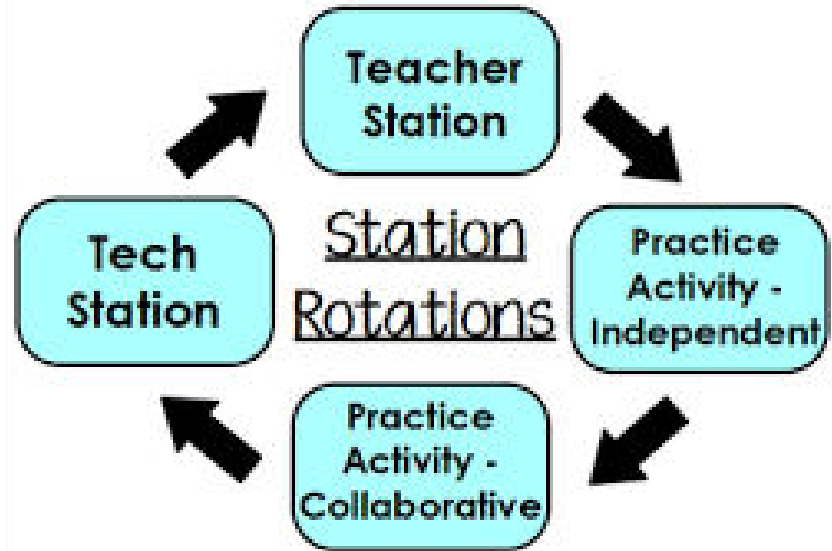
With the person next to you, discuss:

1. Could this activity work in your classrooms?
Why or why not?

1. How could a teacher give feedback to students on their performance in this activity?

Learning Stations

- rotation of multiple stations
- time limits for each stations
- debrief after activity



Setting Up the Learning Stations

1. Look at the person next to you. They are your partner for this activity :)
1. Together, visit each station for 5 minutes and come up with answers to each question.
1. Use your mobile phones to help you!

Technological Tools

LMS	MOOCs	Organizational Tools	Interactive Quizzes	Content Delivery Tools	Assessment Tools
<ul style="list-style-type: none">❑ Edmodo❑ Moodle❑ Class DoJo	<ul style="list-style-type: none">❑ Coursera❑ Khan Academy❑ Edx❑ iTunes U	<ul style="list-style-type: none">❑ Google Suite❑ Evernote❑ Quizlet❑ Doodle❑ Cite This for Me❑ Mendely❑ Todaysmeet	<ul style="list-style-type: none">❑ Quizlet Live❑ Quizziz❑ khahoot	<ul style="list-style-type: none">❑ Edpuzzle❑ Vialogue	<ul style="list-style-type: none">❑ ForAllRubrics❑ Google Forms❑ Survey Monkey❑ Turn it in