

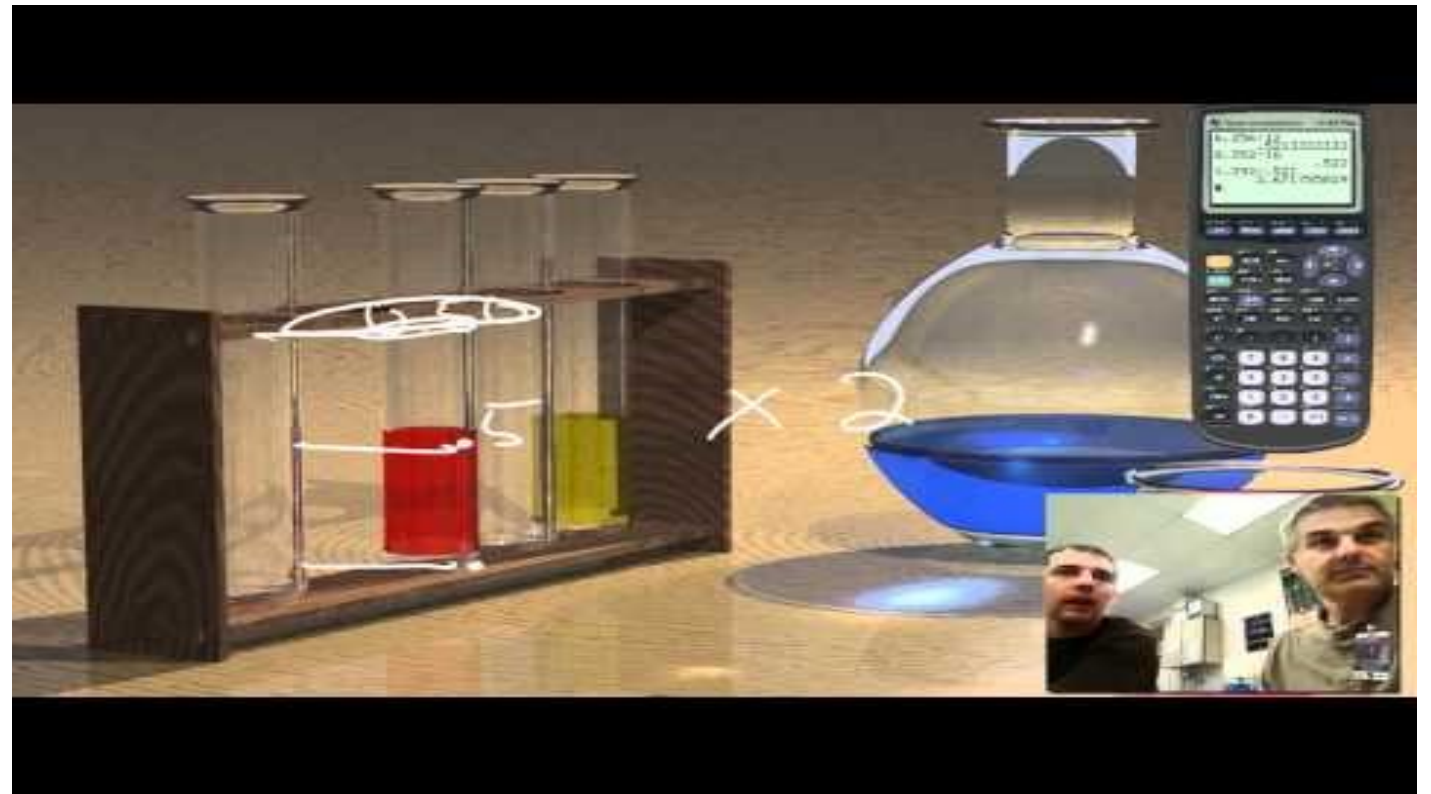
TURN YOUR CLASSROOM UPSIDE DOWN

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FLIP YOUR CLASSROOM

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions.



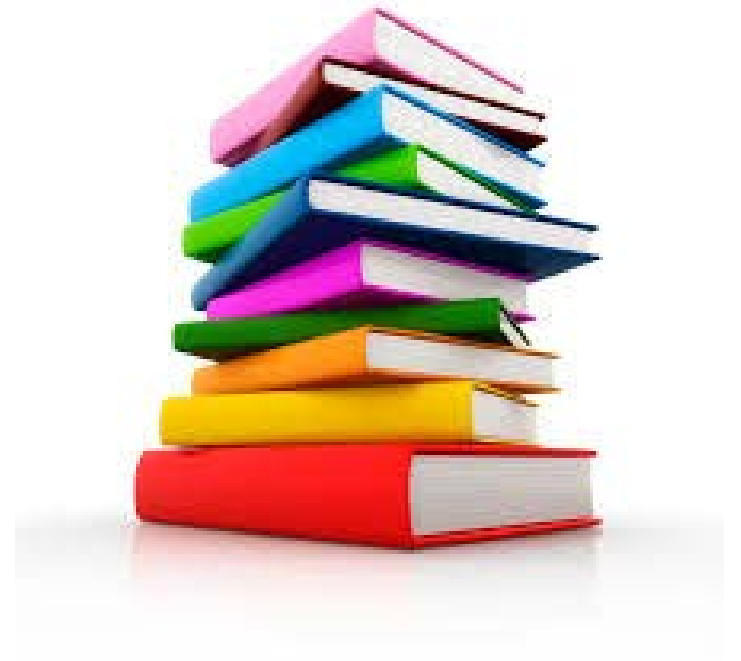


FLIPPED LEARNING

- Flipped Learning and the Flipped Classroom are not interchangeable.
 - One can flip classroom lesson, but it does not mean that learning is flipped.
 - The 4 Pillars of Flipped Learning must exist to truly be considered FLIPPED
 - Flexible Environment
 - Learning Culture
 - Intentional Content
 - Professional Educator

INVESTIGATING THE FLIPPING IDEA

- Flipped Learning Network
 - Webinars, blogs, podcasts and more!
- Edutopia
- YouTube
- Flip Your Classroom (Berman & Sams, 2012)
- Blogs
- Podcasts
- Learn about various technology resources



INCORPORATING TECHNOLOGY

- Screencasting programs
 - Camtasia Studio
 - Jing
- Annotations
 - Allows you to write on the screen of your video
- Interactive Whiteboards
- Webcam, microphone, or other video equipment
- Storage
 - Google Drive, Screencast, etc.

Remember!
Don't waste your students' time!
Use Humor!
Animate your voice!

FIVE COMPONENTS OF FLIPPING

Following the suggestions from Bergmann and Sams (2012)

- Establish clear learning objectives
 - At least one objective is used per lesson per day
- Determining which objectives are best achieved through inquiry, and which are best learned through direct instruction
 - Lecture pieces or other items that students would use class-time to use a computer were transformed into items that they could watch or do on their own
- Assure student access to videos
 - For this example, all students receive a link to a video or worksheet in Screencast. These items could also be uploaded to GoogleDrive if this was used in a school.

FIVE COMPONENTS OF FLIPPING, CONT.

- Incorporate engaging learning activities to be done in class
 - An example of this is on Day 4 in class, students will create their own color wheels in class.
- Create multiple versions of each summative assessment for students to demonstrate their mastery of each learning objective in a particular unit of study
 - The assessment for this unit would be incorporated into a test for all elements and principles of design. The test is very unique in that students are cutting pictures from magazines, using colored pencils to create color schemes, etc. It is not just matching and true/false questions.

ID LESSON: FIVE COMPONENTS OF FLIPPING

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LESSON EXAMPLE

Interior Design- Color

Day 1

Objective: Students will recognize how humans see color.

Color Handout/Note-sheet

<http://www.screencast.com/t/5YIKxbqK>

What is color & how do we see it?

<http://www.screencast.com/t/vE0ISxpHJoi>

Day 2

Objective: Students will understand the basic concepts of sight and color.

Color Matters Worksheet

<http://www.screencast.com/t/4nBNcwMgNcG>

Day 3

Objective: Students will be able to name and define various color types.

Color

<http://www.screencast.com/t/JXpvalpERxNF>

Steps 1-3 of making a color wheel
4:30, Part 3)

<https://youtu.be/nJroXX6cvow> (Only watch this video to

Day 4

Objective: Students will recognize and identify color schemes.

Color Schemes

<http://www.screencast.com/t/ctRyAugCv>

LIFE MANAGEMENT

- Life Management
 - Money, Money, Money Theme Park
 - <http://www.stellarevo.com/#!ThemePark/ccme>
 - OR go to www.stellarevo.com
 - Click Theory and Practice
 - Cross-Discipline Studies in Technology
 - Click Theme Park



HOW DO I START TO FLIP?

- Take time to investigate
 - Websites, videos, technology integration, etc.
- One Lesson at a time
- Ask for help
 - Students, Co-Workers, etc.
- Take part in **flipped day**

