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Final Paper

Flipping the Classroom

Teaching/Learning Problem

A learning problem that many teachers face is learning loss. Learning loss could occur because the students were not engaged in the original lesson, the material wasn't mastered at a deep enough level, there has been a large chunk of time since the students have learned the information and many other reasons. Many times teachers grow frustrated because they have spent a lot of time teaching the content, preparing activities and assessments and then the students do not remember the content. The students grow frustrated at times because they need the concept to be re-taught to them or they only have their notes to try to re-teach themselves. This is important to any school because schools' missions are usually to teach the students so that they can be successful in their community, among other things. Teachers want their students to not only understand concepts, but also master them so that they could apply it to their daily lives. If learning loss occurs, the students cannot do this. The blame cannot always be pointed at the teachers for not teaching the concept nor can it be pointed at the students for not studying, but the learning needs to occur. Many classes, such as world language classes, are cumulative so the students need to remember all the information taught in order to be successful in the future.

A concept that I learned of when I was working as a technology intern at Hampton Township HS was “flipping the classroom.” According to knewtown.com, “The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom” (The Flipped Classroom: Turning the Traditional Classroom on its Head, 2013). Instead of lecturing and have practice with the content outside of class, the students watch the lessons that the teachers create at home. The students are then fully engaged during class time with the teacher and the content. Flipping the classroom allows for maximized time working with the material, teachers to revisit concepts that the students do not understand, teachers to support the students in the class and for students to receive instant feedback. According to a study in a Detroit school where the classroom was flipped three times per week, failures in freshman English and Math decreased over 30% and discipline cases per semester went from 736 to 249 (The Flipped Classroom: Turning the Traditional Classroom on its Head, 2013).

According to my survey, when teachers don't have enough time to teach the content they teach as much as they can, shorten the lessons, cram information or do stations. These “solutions” are not very conducive to allow for students to master the content and skills. All of the teachers surveyed felt as though they have enough class time to teach the content so that the students understand it, but they don't master it. By flipping the classroom, class time is maximized to interact with the teacher and the content. Flipping the classroom is a tool that can be used to solve many of the problems that teachers face with learning loss.

Stakeholder Survey

<http://www.surveymonkey.com/s/RSGVDPD>

Solution

There are many free tools for teachers to use such as Jing and Screencast-o-matic, that enable teachers to create screencasts of them teaching a concept, but these tools do not allow for editing. There are applications on the iPad such as ShowMe and Educreations, that allow teachers to record themselves presenting a lesson on a virtual whiteboard, but the teachers would need to have an iPad in order to use these tools. There is also Adobe Presenter, which allows teachers to create screencasts, highlight over PowerPoint presentations and turn them into videos as well as edit clips, but this costs about \$500 per computer. A suitable and sustainable tool that I have found is Camtasia by TechSmith.

Camtasia is screen recording and video editing software. Camtasia allows users to record on-screen activity and later edit the activity, add interactive elements and share the video. Camtasia is available for Windows and Macs. The capabilities of Camtasia are as follows: recording anything on your screen, focusing and highlighting, freeze region (gets rid of distractions), extending time and cutting time of individual frames, green screen effect, spotlight and mask (to focus on certain parts of the screen), tilting and restoring animations, callouts, emphasizing movements, device framing to show off your apps and more! By using Camtasia, teachers can create videos to flip the classroom as well as other purposes such as having resources for students who were absent and for students who need to re-learn information. Teachers can create these videos and tutorials so that the

students have access to the content being taught to them as many times as they need and for as long as they need the information. This is especially helpful in cumulative courses, such as world language courses.

The teachers would need to be trained on how to flip the classroom and how to use Camtasia. In an ideal world, I would like to have a session during a professional development day and break the teachers into a few groups based on the departments that they were in. First, I would want to teach the teachers about flipping the classroom and the benefits and then go into Camtasia and how they can use it to flip their classroom. I would have a lesson already uploaded onto the server user drive and have the teachers create a lesson that is flipped using Camtasia. I would also want to record myself, and create a tutorial, using Camtasia, on how to use Camtasia. I would also create a “start-up sheet” so that the teachers always have resources to help them work through any issues that they may have if I am not readily available to them.

The teachers will need incentives to continue to flip the classroom as well as to use the technology. In the beginning, I would want to have the teachers being recorded during their classroom time after they have completed a classroom flip so that other teachers can watch successful implementations. I would also want to have a “Technology Teacher of the Month” and give an award, small gift or something that I could give to the teacher to recognize them as someone who was using the technology and classroom flipping tools in a meaningful way.

Camtasia is relatively inexpensive and when upgrading to the latest version you only have to pay \$49.50. The cost for Camtasia for Macs is \$75.00 per user for

1-4 users or \$69.00 for 5-9 users with an education discount. For Windows machines, you will need to buy Camtasia Studio. In addition to the same functions as Camtasia, Camtasia Studios allows users to edit videos faster, use a multi-track line to manipulate the videos more and engage the views and for teachers to assess students using quizzes. Camtasia Studio runs for \$179.00 for 1-4 users and \$159.00 for 5-9 users. Camtasia also has free tutorials on how to use it through TechSmith that users can view.

Funding the Solution

Other than using district resources and grants that the school may be given, Camtasia could be funded by fundraising through the faculty members and students. One idea would be to have a faculty vs. student sports tournament and the students would pay to watch other students, possibly the seniors, play the teachers in games such as basketball and volleyball. This money, along with district sources and/or grants, can be used to purchase a limited number of the Camtasia software. The teachers could also use the money that was collected for a couple of the jeans days to buy the software. One more idea is that the different grades could have a penny war and the money could be used to buy the software. Any leftover money could be distributed elsewhere or donated to charity. I believed that these plans are viable because they do not cost any money to run, unless the school would charge a fee to rent the gym.

Implementation

Before implementing the plan, I would want to have benchmark assessments among all the classes before the flip and have substantial data that I would be able

to use to assess the impact of the flip. Next, I would select different classes that I would want to use for the flip. I would want to find different sections of classes that have very similar grades on the different benchmark assessments. I would then target these classes and these teachers, making sure they would be interested in the flip. I would divide these specific classes into two groups: one that has the teacher flip the classroom x days a week and one that has a teacher that teaches in a traditional classroom. I would purchase Camtasia for the teachers in the flip, it would most likely be less than 15 users, and then have professional development for these teachers on what flipping the classroom is, how to use Camtasia and how to use Camtasia to flip the classroom. I would have the teachers teach classes like this for at least one quarter. During the time that the “experiment” is occurring, I would give the same exact tests to use as benchmarks to the different sections of students so I could compare the data. I would also want to have the students and teachers take anonymous surveys on how the flip is impacting their learning/teaching, classroom environment, etc.

Incentives for the teachers would be to get Act 48 (PA Professional Development) hours for the training, Camtasia would be on their computers and all the teachers who didn't have Camtasia initially would be next to get it, and they would be in good standing to earn the “Technology Teacher of the Month” award.

Eventually if the experiment is successful, I would want to buy Camtasia for the teachers who were interested in flipping the classroom and ratio the Camtasia for each department until all teachers that would like Camtasia could have Camtasia installed.

Connections to the Course

In Unit 1 of the course, we learned about learning, technology and leadership and how the three of these concepts come together. In regards to learning, we have to look at the “aims and goals of education” (Lecture 1.1). Our goal as educators should be to have our students master the material and by flipping the classroom, statistics show that these chances are greater in doing so. In regards to technology we have to see why is it important and what the role has in education. The role that technology has in flipping the classroom is that it is a means for the teacher to deliver to content outside of the classroom as well as deliver the content so that the students can access and view it being taught multiple times. For leadership, one needs to look at what the job of the leader is and how to develop as leaders. In respect to this, I would be managing and implementing the trainings, be a source for help and review the experiment and results.

In Unit 2, we looked at vision and shift. In creating a vision one needs to know their field and they need to think not only about the present, but the future. Flipping the classroom is one idea that interests me a lot and I have experimented with it myself. In the implementation of my plan, I thought about not only the present, but also the future and a plan for all teachers to eventually have Camtasia.

Unit 3 talked about making your vision a reality. This unit focused on instrumental thinking versus missional thinking. Instrumental thinking has the focus being the technology for the teachers and leaders. The instrumental thinkers want to have as much technology as possible and use it solely as a medium instead of for a meaning or purpose. These thinkers would want to present on a smartboard

instead of a projector screen because it is “more engaging.” Missional thinkers think about how the technology can impact learning, student engagement and the WHY behind the reasons for using the technology. It is important to be missional thinkers. I believe that I am being a missional thinker because I am implementing a classroom flip in order to decrease learning loss, maximize instruction time and give students a resource to have their lessons and presentations of content available for them to view at any given moment. The goal isn’t to use the tool Camtasia, but to help the students to become more successful and master the content. The teachers need to proper training so that they can understand the medium, Camtasia, because it is also the message. Lecture 3.2 connects back to the Twitter assignment that we had in Unit 2. We had to understand the constraints of the characters for twitter and the teachers need to understand the “ins” and “outs” of Camtasia in order to be able to be successful in the flip.

Unit 5 relates back to the themes of the course: leadership, learning and technology. We can reflect on the previous units discussed as well as how in Unit 4 we learn and realize that the starting point is local knowledge, but the end point is something far beyond and different. Unit 5 discusses the TPACK model: technological pedagogical content knowledge, which was developed by professors Dr. Matthew Koehler and Dr. Punya Mishra of MSU. It is important to integrate and intersect these different components into the planning and delivery so that the content can be most powerful. The teachers already know the pedagogy of the students they teach, as well as the content and I will teach them about the technology as well as how to use the technology within their content and the

pedagogy and research behind it. The implementation and the delivery will have to be engaging so that the potential of the successful implementation is not decreased by attenuation, “the damping of your message as it is passed through people, email, presentations, or other mediums” (Lecture 5.3). I will need to be resilient when faced with the challenges of preparing the teachers for the classroom flip and I will need to be flexible during the journey.

According to Unit 6, my information will need to be represented well. During my initial professional development, I will need to engage the teachers as well as in the tutorial that I create. I will also need to be very thorough in my “start-up sheet” and I will need to include screenshots to best represent the concepts for the teachers. While “learning design does not control actual teaching and learning outcomes” (Lecture 6.4), learning design is done to maximize student outcomes and engages the learners.

Unit 7 wraps up the course with a few simple lessons. The first one is that “leadership is learned yet never mastered to perfection” (Lecture 7.1). It is important to understand and recognize that in the implementation, not everything will go perfectly. Like Unit 4 said, the ending point will be very different from the starting point. Lesson 2 is, “the engine of improvement is fueled by effort, ingenuity, diligence and caring” (Lecture 7.2). This implementation and my degree will help me to be a leader. I will have to be consistent and diligent in the complete implementation and support for the teachers. Lesson 3 is, “it is easy to be a victim to your own success” (Lecture 7.3). It is easy to learn from failures as well as

successes. These reflections of learning will help me to implement the solution for the others teachers and groups of teachers within the school.

Conclusion

I believe that this would be a successful and sustainable project because it would help to solve a big problem that teachers face. According to the survey that I created, in order to “solve” learning loss teachers re-teach the lesson from where learning was lost as well as casually remind them throughout the unit about the information. Camtasia is a tool that teachers could use long-term to avoid having to continually re-teach the concepts during class, shorten lessons and cram information for their students.

Flipping the classroom is something that interests teachers, especially the ones that I surveyed, but they are not sure of the tools that they can use and they are worried about having the time to create the videos. All of the teacher surveyed would be interested in attending a workshop on flipping the classroom, so I am sure most teachers would be because of the benefits that flipping the classroom has on their classrooms and students.

Bibliography

Lectures from Course

The Flipped Classroom: Turning the Traditional Classroom on its Head (2013).

Retrieved from <http://www.knewton.com/flipped-classroom/>