

Flip Your Classroom



ACTIVE LEARNING
FOCUS

ABOUT THIS TOPIC

WHAT DOES IT MEAN TO “FLIP A CLASSROOM”?

Flipping a classroom is an approach to teaching in which course content and materials are introduced outside of class, and in-class time is used for active learning and meaningful feedback in order to better meet the needs of individual students. **Essentially, students gain necessary knowledge before class, and teachers provide opportunities for students to actively and interactively clarify and apply that knowledge during class.**

Flipped lessons replace direct instruction with instructional material—often a video—that students watch and interact with at home. They apply what they learned in class the next day through a variety of activities or assignments, with the teacher working as a coach or guide. The benefits of a flipped classroom include allowing students to work at their own pace, to determine for themselves the material they need to review, and to apply concepts in different contexts in class to ensure that they thoroughly understand the content.

WHEN IS FLIPPING A CLASSROOM MOST EFFECTIVE?

Flipping a classroom is most effective when the **in-class activities that follow are collaborative and interactive**. Active, deeply engaging in-class activities, such as group work, peer review and feedback, discussions, and debates, are essential for a flipped classroom to be effective.

Flipping a classroom is also most effective when students actually do the required work ahead of time. In order to support students as they work at home, hold them accountable for completing the pre-class assignment and provide a way for students to pose questions and receive help on the content they are learning outside of class.

Keep in mind that the advance work does not necessarily need to happen at home. Pre-work can happen at the beginning of class or in an asynchronous, self-paced environment.

HOW DO YOU START?

While there are plenty of low-tech ways to flip a classroom—asking students to read or research at home, for example—**you can take one small step toward flipping your classroom with a more high-tech strategy: the instructional video.**

Any video you create should work toward facilitating flexible pacing and student agency. In other words, if you use an instructional video to model a skill, scaffold or break down a resource, or even steer student discussion, you have created a way for students to work at their own pace with activities of their choosing and without a whole-class lecture or other lockstep classroom activity.

MAKING AN INSTRUCTIONAL VIDEO - STEP BY STEP

I. PLAN

Identify an activity to create a short (3-5 minute or less) video. Jot down a brief outline of the purpose and content of your video below. Share your ideas with a colleague.

Need help? Consider doing the following:

- replace the mini-lesson or skill modeling you would do during a teacher-led activity with an instructional video (e.g., how to annotate; how to use visuals when giving a presentation; how to complete the square; how to properly measure fluids in a flask for an upcoming lab).
- introduce an activity with additional context or an explanation of procedure/process.
- create supplemental resources for students who need additional support (e.g., working with a difficult resource; filling gaps in prior knowledge; reviewing skills from previous courses, i.e., "In case you forgot, here is how you integrate a quotation . . .")
- keep in mind that your video does not need to be entirely new content that you create. You can repurpose traditional materials: reading materials (e.g., textbook chapters or relevant articles), or online video and audio content (e.g., podcasts, videos, online micro-lectures, simulations, or demonstrations).

Video Purpose:

Content Ideas/Outline:

II. RECORD

There are many options for recording tools. Explore the suggestions below and identify what you want to use in your classroom. Your goal, eventually, with instructional videos should be to record videos for students on a regular basis, in a way that doesn't take too much of your time. When recording, aim for clear, concise, and authentic, not polished perfection.

Need help? Check Out the [Additional Resources](#) below.

- [Zoom](#)- meet with yourself over Zoom and just record your meeting. Share your screen to present.
- [Loom](#)- create an account and add this extension to your Chrome browser to create short videos as you record your window or whole screen.
- [Screencastify](#)- similar to Loom, you add this as an extension to your Chrome browser. Record your browser or desktop; recordings save automatically to Google Drive, and sharing is easy. Free for videos up to 5 minutes.

III. REFLECT

How might creating instructional videos help you increase student engagement? How do you plan to use instructional videos to facilitate student choice, flexible pacing, or differentiation?

ADDITIONAL RESOURCES

Tips from [Modern Classroom Project](#)

- Focus on ONE objective: Be concise and specific. Several short videos are better than one long one.
- Keep it SHORT: Six minutes is an ideal video length for adolescent learners. Consider going even shorter with younger students.
- Use visuals: Images and on-screen writing catch student attention. Avoid text wherever possible.
- Incorporate animations: Bring new points or visuals out one-by-one, to hold student attention.
- Build in opportunities for engagement: Identify moments where students can pause and think.
- Click to watch: [Start to Finish Walkthrough: Making an Instructional Video](#)
- [Modern Classroom Project's Guide to Blended Learning and Instructional Videos](#)

[Ten Tips for Creating an Instructional Video](#) from Faculty Focus

Get more resources like this at www.opportunityeducation.org/resources