

Flip Your Classroom

SINGLE SESSION - Facilitation Guide



ACTIVE LEARNING
FOCUS

RESOURCES

- [Flip Your Classroom](#) (Google Slides)
- [Flip Your Classroom Practice Activities](#) (Google Doc)

SESSION PREP

SESSION GOALS

After you lead this session, participants will be able to:

- explain what makes an effective flipped classroom beneficial for students
- create an instructional video for a course they teach

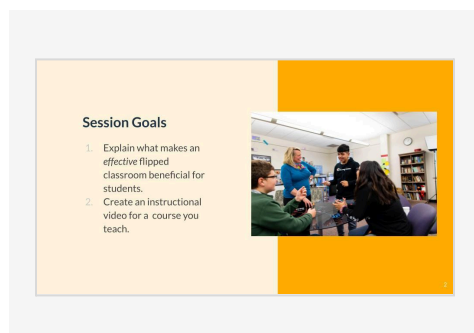
HOW TO PREPARE

1. Preview the resources listed above. Then, preview the session activities that follow. . Take note of any additions or changes you would like to make.
2. Make a copy of the [Flip Your Classroom](#) slide deck. Edit for your needs.
3. Ask teachers to bring their devices so they can practice recording their own instructional videos during your session.
4. Set up a physical space for collaboration like a [graffiti board](#). Prepare a set of group norms ahead of time (eg. add to the board without talking, make connections to other people's ideas, etc.)

SESSION FRAMEWORK

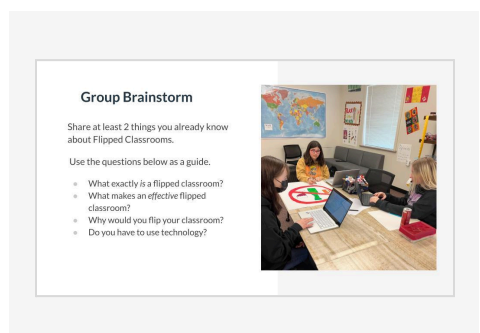
WHOLE GROUP

Slide 2



Introduce the term *flipped classroom* and share the session goals.

Slide 3



Set norms for and start a [graffiti board](#), or other active learning collaboration strategy of your choice, to allow teachers to share their prior knowledge of flipped classrooms.

Ask teachers to share what they already know about flipped classrooms via the graffiti board (or other strategy).

Facilitate a whole group discussion with the responses when all teachers have had time to write something in the collaborative space.

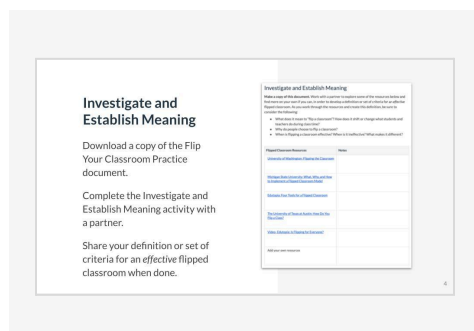


ACTIVE LEARNING

Make sure to include the tool you are using for teacher collaboration if it is different from a graffiti board. Allow ample time for teachers to share their ideas. Teachers will come back to add to the graffiti board after their partnerwork.

SMALL GROUP PRACTICE

Slide 4



Ask teachers to pair up, or choose partners for them. Direct teachers to make a copy of [Flipped Classroom Practice Activities](#) and complete the Investigate and Establish Meaning activity.

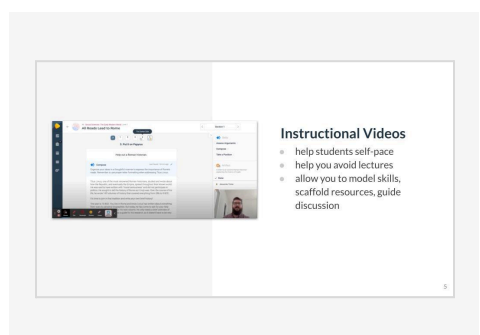
Teachers will have a list of provided resources they can choose from, but they are not expected to use them all. You can require/recommend specific resources or a certain number of resources.

Ask them to share their set of criteria for a flipped classroom on the graffiti board when they are done investigating the resources.

WHOLE GROUP

Regroup and Discuss: Using the new ideas added to the graffiti board, lead the group in creating a mutually agreed upon set of criteria for your flipped classrooms.

Slide 5



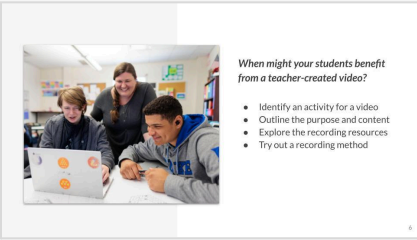
Introduce instructional videos.

SAY: *Instructional videos create ways for students to work at their own pace and without whole-class lecture or other lockstep classroom activities.*

Videos are more than opportunities for direct instruction - they can model a skill, scaffold or break down a resource or even guide student discussion.

Discuss: *Do you already use instructional videos in your courses? How? If you don't already use them, what is your reaction to trying it out? What are you hesitant or nervous about?*

Slide 6



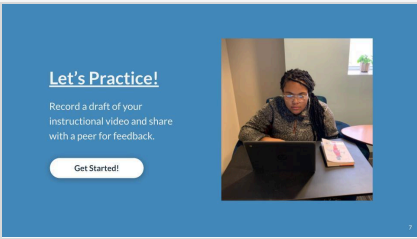
When might your students benefit from a teacher-created video?

- Identify an activity for a video
- Outline the purpose and content
- Explore the recording resources
- Try out a recording method

Ask teachers to complete the [Plan](#) step on their practice document. Circulate and help teachers with this step as needed. If time allows, ask teachers to share their ideas with the group.

Remind teachers that polished perfection is not required. Their eventual goal with instructional videos should be to record videos for their students on a regular basis, in a way that doesn't take too much time and makes in-class time more valuable. When recording, aim for clear, concise, and authentic.

Slides 7-8



Let's Practice!

Record a draft of your instructional video and share with a peer for feedback.

Get Started!

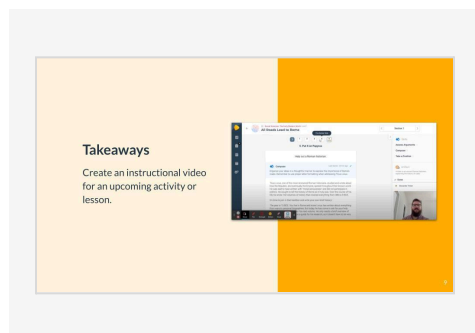
Allow time for teachers to complete the [Record](#) and [Share](#) steps on their practice document. You may want to allow teachers to spread out around the room or to different rooms to practice recording. Let teachers know that they can treat this first video as just practice, if they don't feel prepared with a lesson in mind to make into a video.



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Break teachers into small groups; ask each group to watch another group's videos. Ask small groups to meet up to share compliments, corrections, and takeaways.

Slide 9



Allow time for teachers to complete the personal [Reflection](#) step of their practice document. Facilitate group reflection.

***Discuss:** How will your video help you increase student engagement through student agency? How will this help you facilitate student choice or flexible pacing?*

TAKEAWAYS

Invite teachers to create a complete instructional video for an upcoming lesson or activity. Set a deadline and provide an opportunity to share their experiences.

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