

THE FLIPPED CLASSROOM

A reversed teaching model that delivers instruction at home through interactive, teacher-created videos and moves “homework” to the classroom.



Exploring the Flipped Classroom

Trying the flipped model of instruction isn't an all-or-nothing decision. In fact, there's a lot to be said for starting small. Why not try it with one unit? You know, the one your students struggle with year after year? Or, perhaps pilot it for one week, or with one class.

This document lays out some options for getting started. It assumes you're curious about the flipped model and would like to ease in and test the waters. It emphasizes free solutions that don't require sophisticated hardware or a lot of training.

What Will You Record?

What is your lecture content? People tend to record slides, lessons, [Blackboard](#) or [Moodle](#), blogs, digital content from the textbook provider, or a webcam feed. You will need a microphone so you can narrate your video.

If your content isn't in a readily digital format, some options include taking a photo and then recording over it, or using a [document camera](#) or webcam.



[Download Jing here](#), then [invest a few minutes to learn about Jing](#).

TechSmith has a [number of other products](#) that allow all sorts of recording, editing, and production options, but Jing is a great way to get started.

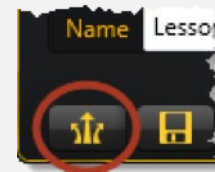
The Typical Workflow

1. Prepare your recording area. If you are recording the full screen, make sure there is nothing on there you don't want the students to see (like your email).
2. Prepare whatever it is you're going to record. It could be a Word document with instructions, webpage, wiki, a sample math problem, a PowerPoint slide, etc.

Tip: If you have something that is not in a digital format (like a science lab setup), consider taking a photo of

it, and then recording over the photo. Smartphones can be quite handy for this too.

3. Pretend the students were sitting next to you and record your instruction as normal.
4. Repeat as necessary for each lesson or class.
5. When the video is done, put it somewhere it can be accessed.
 - a. **Recommend:** Upload from Jing to [Screencast.com](#) (see below) and put the link to your video wherever you want (like in a blog, Word document, Google Doc or PowerPoint slide.)



- b. Save the video to the desktop and play it when needed.
- c. Email the video (or better yet, send the link to the video)

How Will You Record it?

Try Jing. It's free and works on Mac and Windows. Videos are limited to five minutes in length (and your students will really appreciate that). The workflow is really simple-you record something on your screen and then share it.

How Will Students View the Videos?

There are three typical ways students view the videos.

1. View them on their own, outside of the classroom, on a Windows or Mac desktop or laptop computer. They watch at home, or designated times and places at school.
2. They watch the video on a mobile device. Unfortunately, Jing creates videos in a format unsuitable to mobile devices.
3. Project the video at the start of class, and watch as a group. This is especially common for teachers that teach the same class multiple times per day. A concise video delivers the same message to the students and frees up some extra time for you.

What If...?

Here are some common concerns we've heard. You can also read responses to the most popular questions in this [CNN article](#).

Q: What if I don't like the sound of my voice and I mess up in my video sometimes.

A: It's okay! Most people don't like hearing their own voice in a recording. The good news is your students are used to hearing your voice, even if you're not. Many teachers later find that students like the personality and personal nature of hearing you. You can rehearse and be prepared as much as you want. Think about your classroom presentation though. Just like there, it's okay if you make a mistake or have to correct yourself. It's more important to be authentic and approachable than to be perfect.

Q: What if the students come to class without watching the video?

A: This might be handled similarly to when students are not prepared for class for other reasons.

- Allow them to watch it in the corner
- Pair the student up with another
- Stand your ground; deliver consequence

Q: What do people do with the time in the class they used to spend lecturing?

A: [This article by Jackie Gerstein](#), Ed. D., has a lot of ideas and details. Here are some more short ideas:

- Break students into groups for discussion based on the lesson given as homework.
- More labs, projects and experiments
- Hold debates or games for the class to do to see how much they understood the lesson.
- Incorporate cross curricular activities: how does a particular lesson tie in to other areas of the core curriculum?
- Ask students to write down questions they have while watching the lesson, then discuss those questions in class.
- Collaborate with another class from another school or state and share content, questions, etc.

Q: What are some next steps beyond Jing?

A: Other products, like [Camtasia](#) and [Camtasia Relay](#), include benefits such as:

- Unlimited recording length
- Editing capability
- Automated encoding and publishing to desired destinations
- Ability to make the videos a little more engaging or "cool".
- Mobile-friendly videos

Collect Data and Survey

It's important to try to measure success and failure, so you can adapt going forward.

If possible, log a starting benchmark for grades and attendance. Perhaps you can make a rough comparison between a flipped unit versus a prior unit.

You can also easily capture student feedback. Here's an image of a [simple form](#) one teacher created with Google Docs.

The image shows a Google Forms survey titled "Evaluate". The form has a green header with the text "Use this form to let me know how I'm doing so I won't know what you wrote. However, suggestions of how I can do better." Below the header, there is a required question: "What class do you take?" with a dropdown menu showing "Chemistry". The form then contains three Likert scale questions, each with a 10-point scale from "Absolutely not" to "Yes, very much". The questions are: "I feel like Mr. Bennett is fair with his expectations", "I feel like Mr. Bennett communicates expectations well.", and "I know what I should be working on each week in class".