

Choices, choices, choices: Creating videos for the flipped language classroom

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Yale Center for Language Study

Flipped learning: A few definitions

“The flipped or inverted classroom is a course design model in which **information transfer** takes place outside the class meetings and **assimilation of info** takes place inside the class meeting” (Robert Talbert, Oct. 2013 webinar).

“In a typical flipped classroom, students listen to **pre-recorded video lectures** before class and perform **other learning activities** in class. In this flipped structure, students are exposed to material before class via **videos and readings**, and they attain deeper knowledge in class via **activities**” (Center for 21st Century Universities, Georgia Tech).

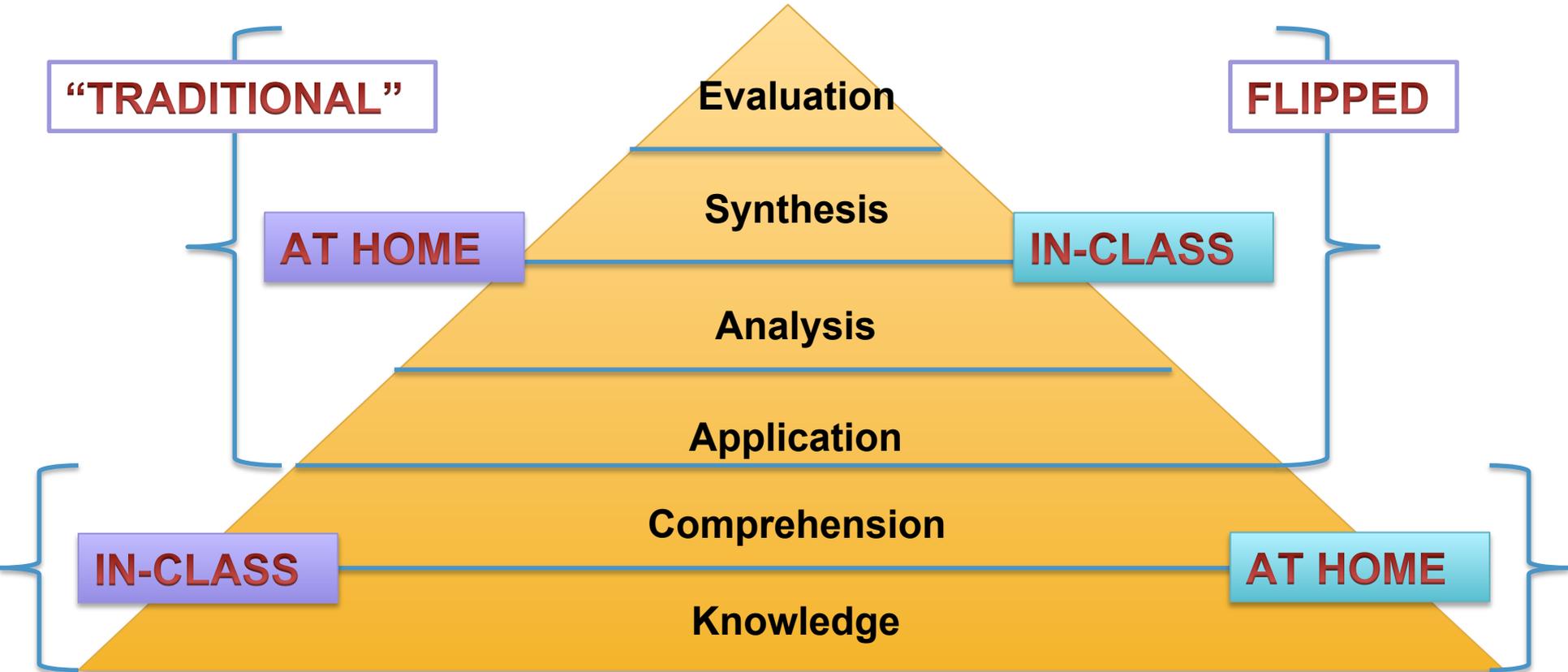
Some reported virtues of flipping

- Student-centered: students learn at their own pace
- Teachers play role of “guide by the side”, not “sage on the stage” (King, 1993)
- ‘Lecture time’ freed up for interactive, project-oriented activities
- Interaction time increase: “teacher to student and student to student...We [teachers] are answering questions, working with small groups, and guiding the learning of each student individually” (Bergmann & Sams, 2012)
- Flipped Learning Network’s “Four Pillars of Flipped Learning”:
 - Flexible Environment
 - Learning Culture
 - Intentional Content
 - Professional Educator

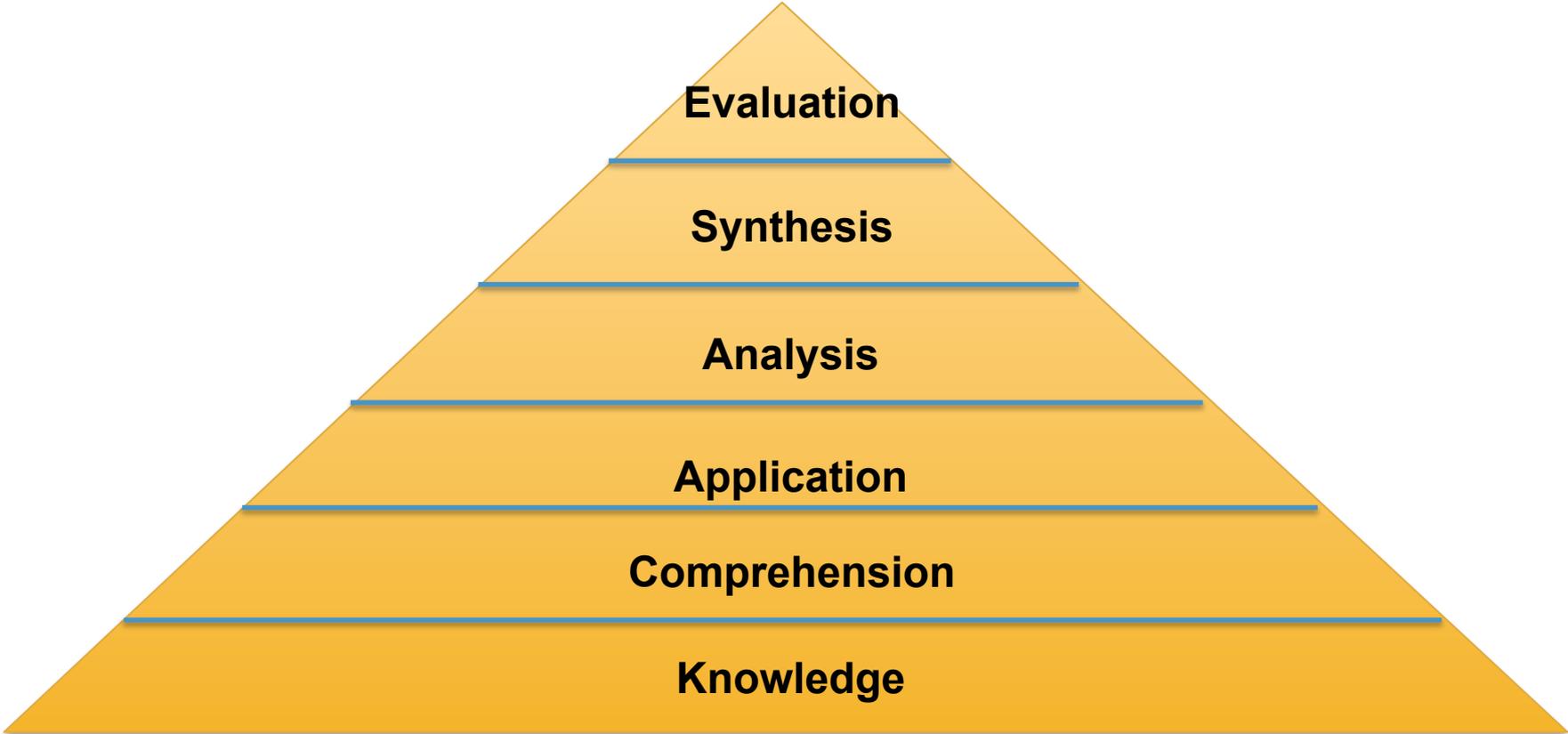
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 - Flipped Learning Network’s “Four Pillars of Flipped Learning”:
 - Flexible Environment
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- “In the flipped classroom, the teacher moves lower levels of [Bloom’s] taxonomy to outside of the group learning space, where students can then work on mastering concepts on their own time and place” (Hamdan et al., 2013)**

Some reported virtues of flipping



Where do these happen in your language classes?



Evaluation

Synthesis

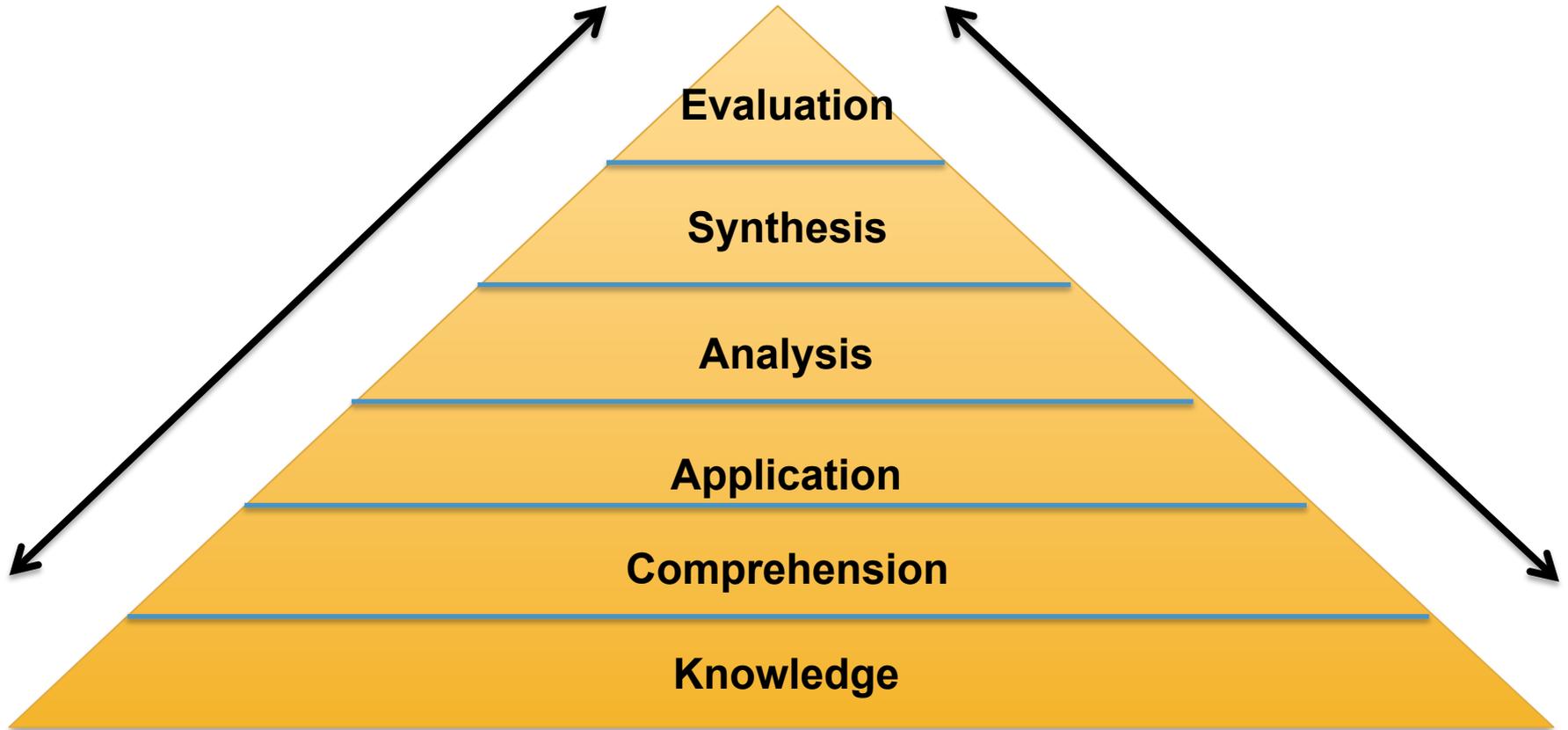
Analysis

Application

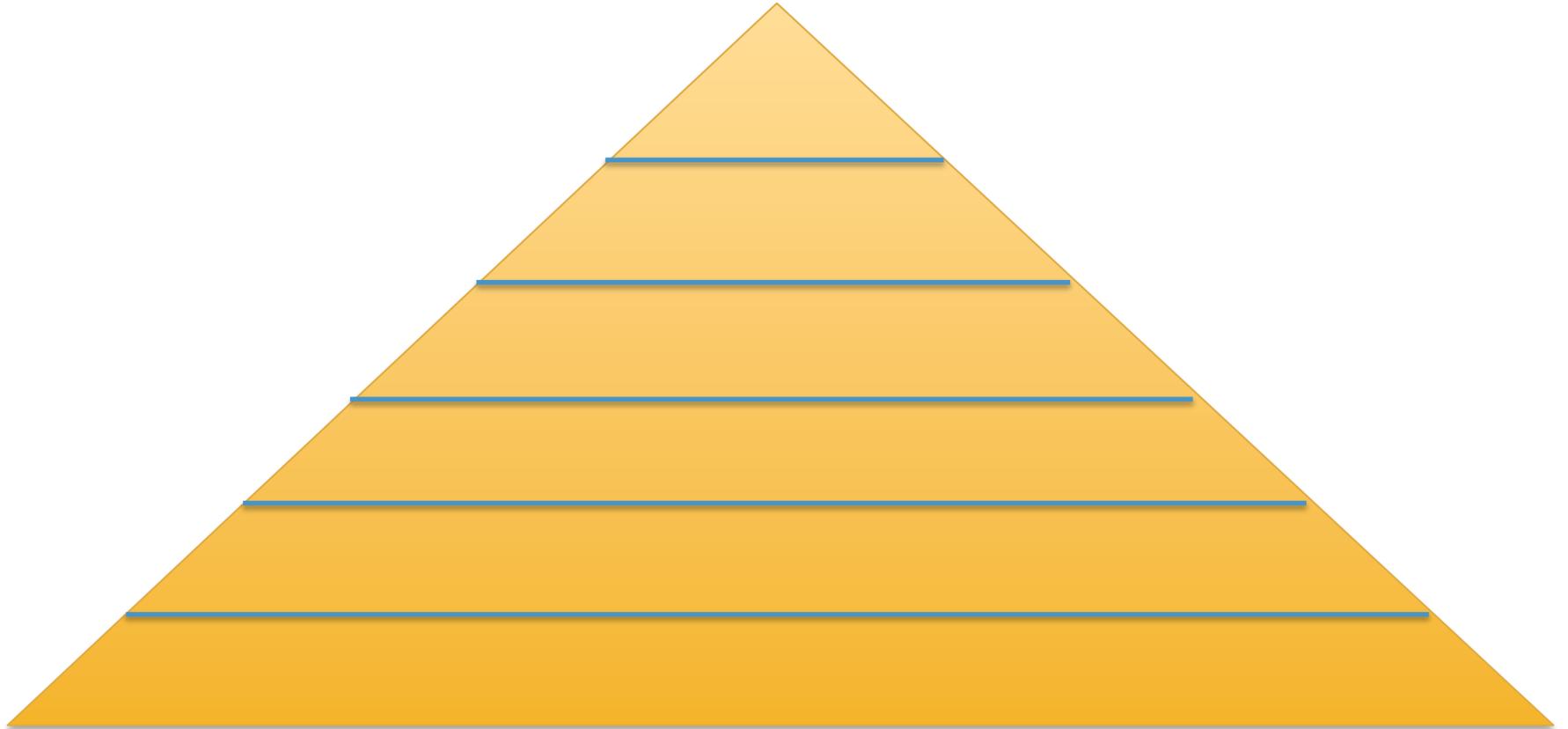
Comprehension

Knowledge

Borrowing Bloom's Taxonomy...

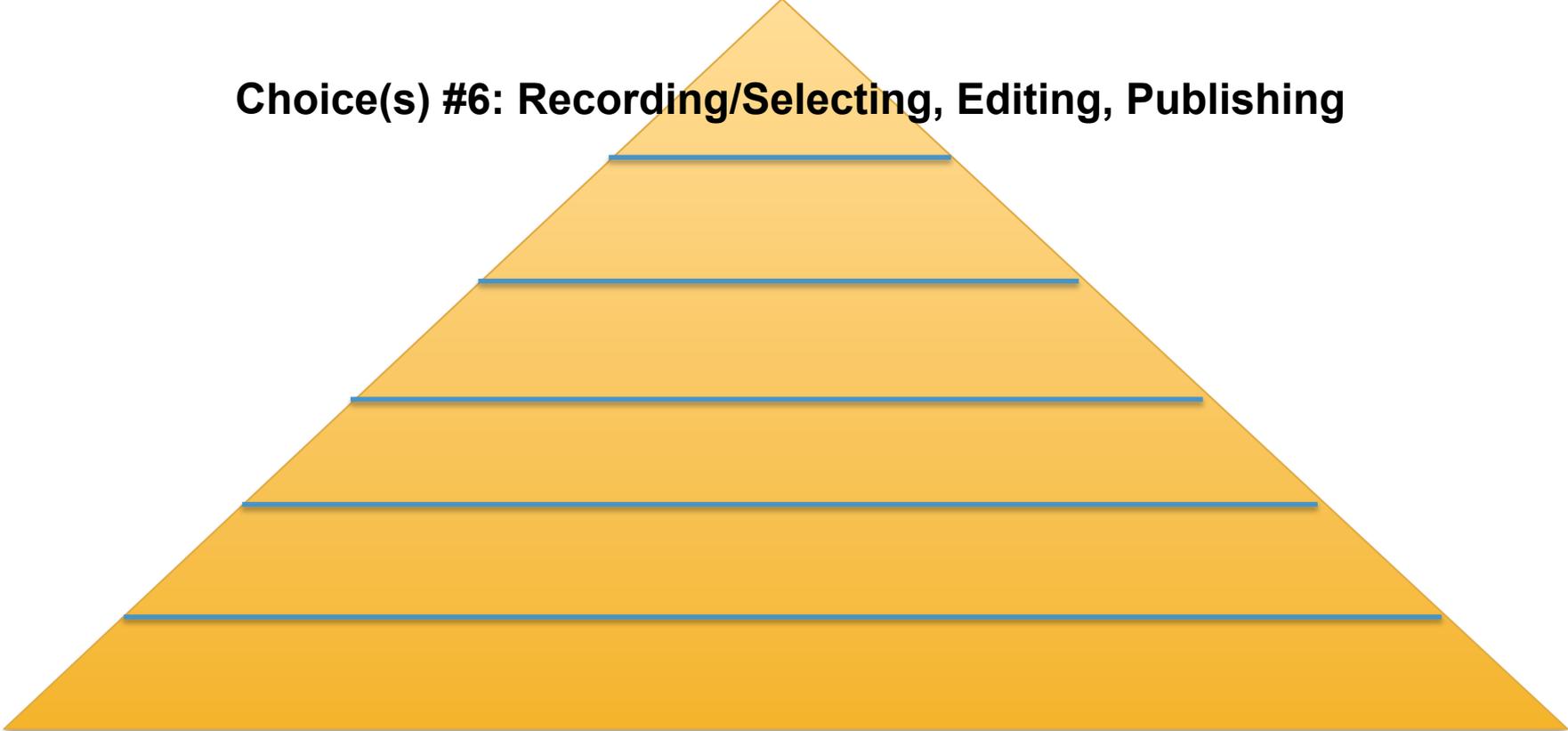


A “taxonomic approach”: **Choices to be made** in creating video for the flipped (or not!) FL classroom



A “taxonomic approach”: Choices to be made in creating video for the flipped (or not) FL classroom

Choice(s) #6: Recording/Selecting, Editing, Publishing



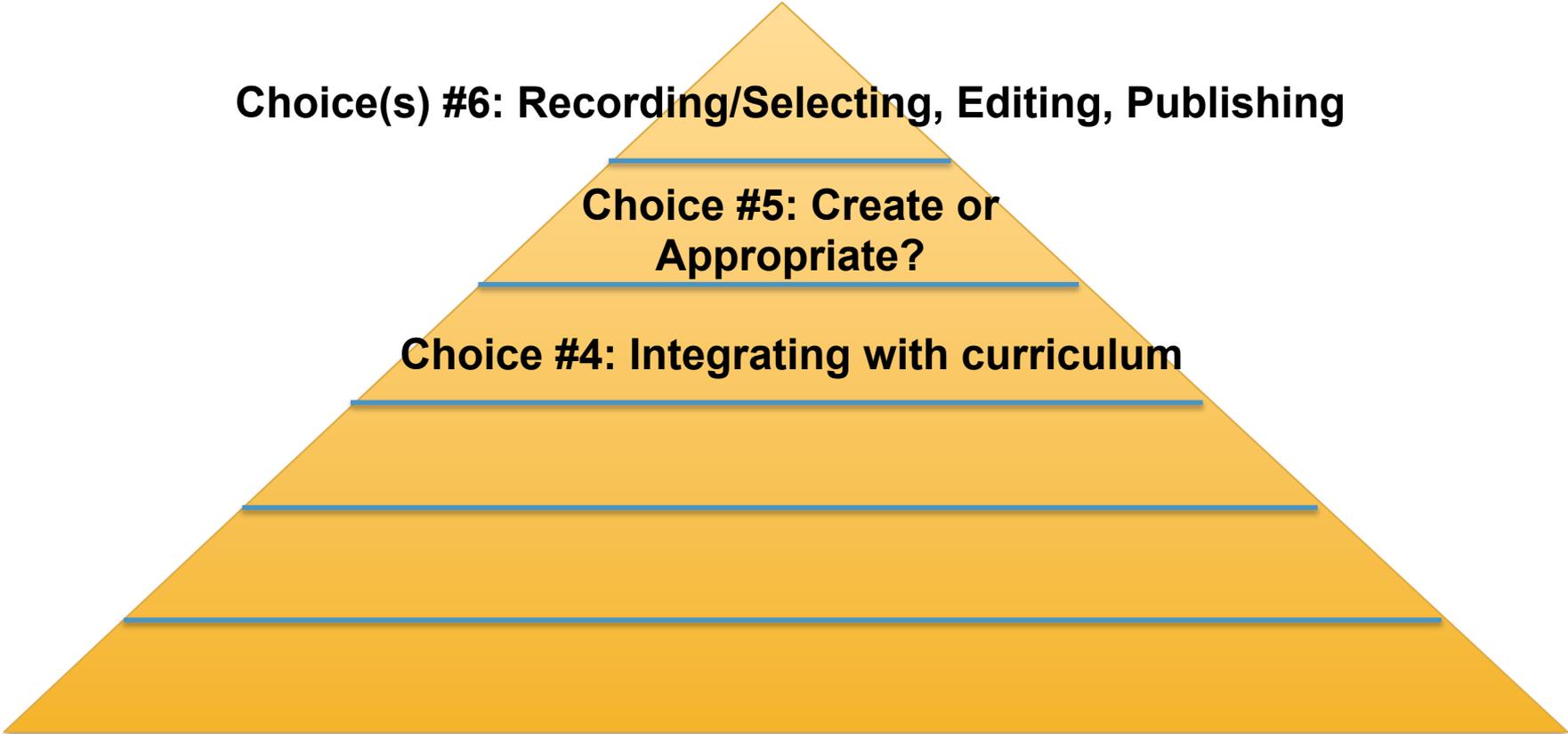
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**Choice #5: Create or
Appropriate?**



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Choice #4: Integrating with curriculum

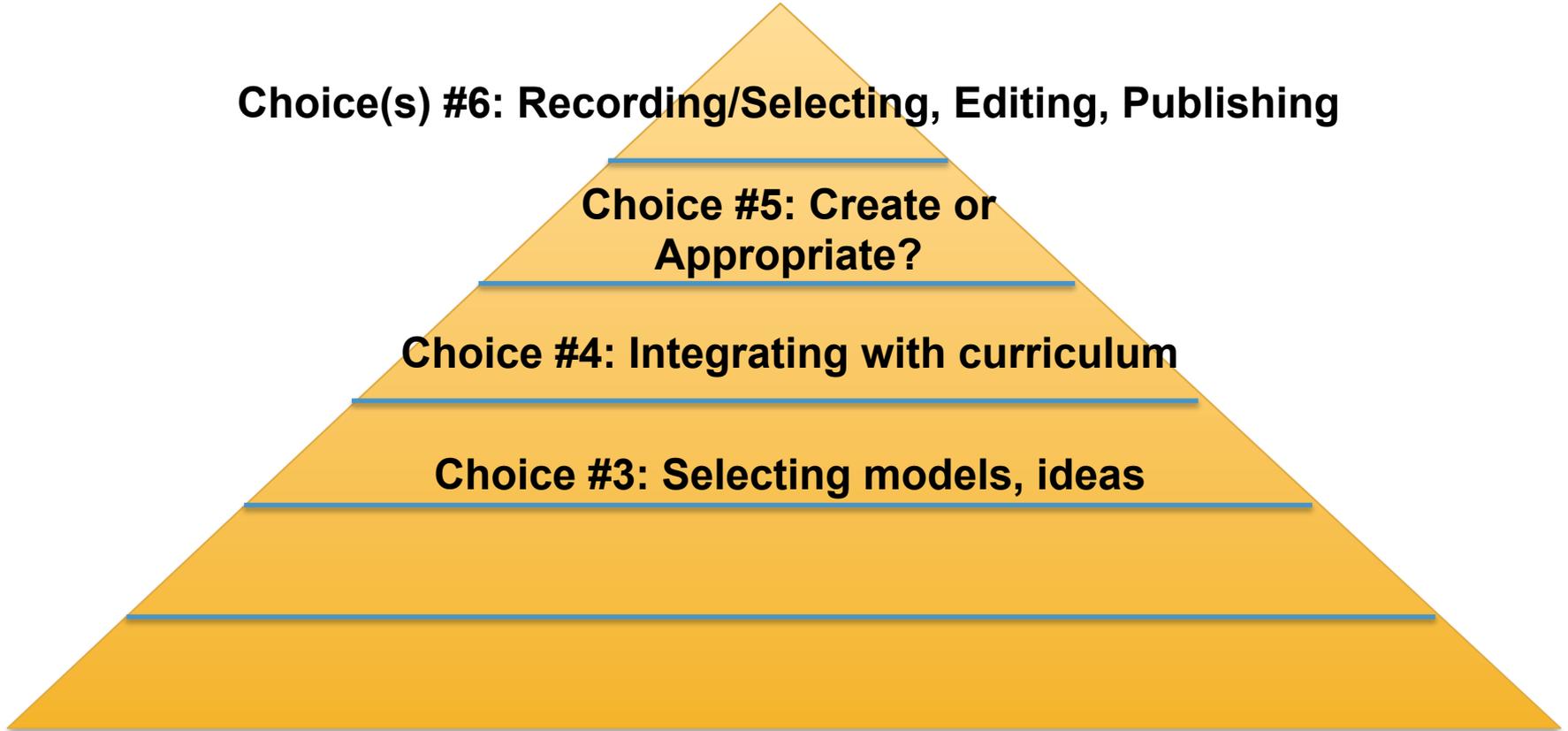
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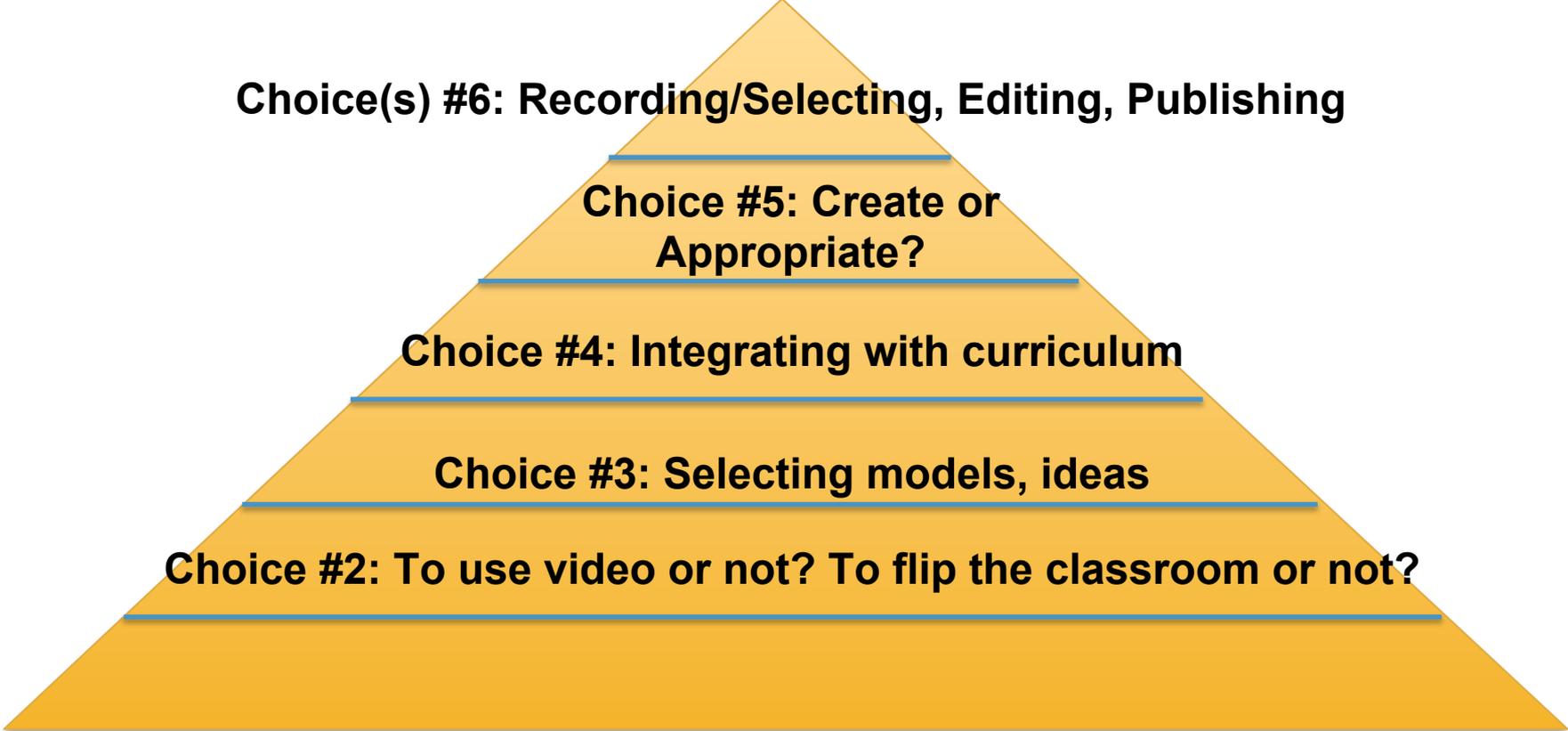
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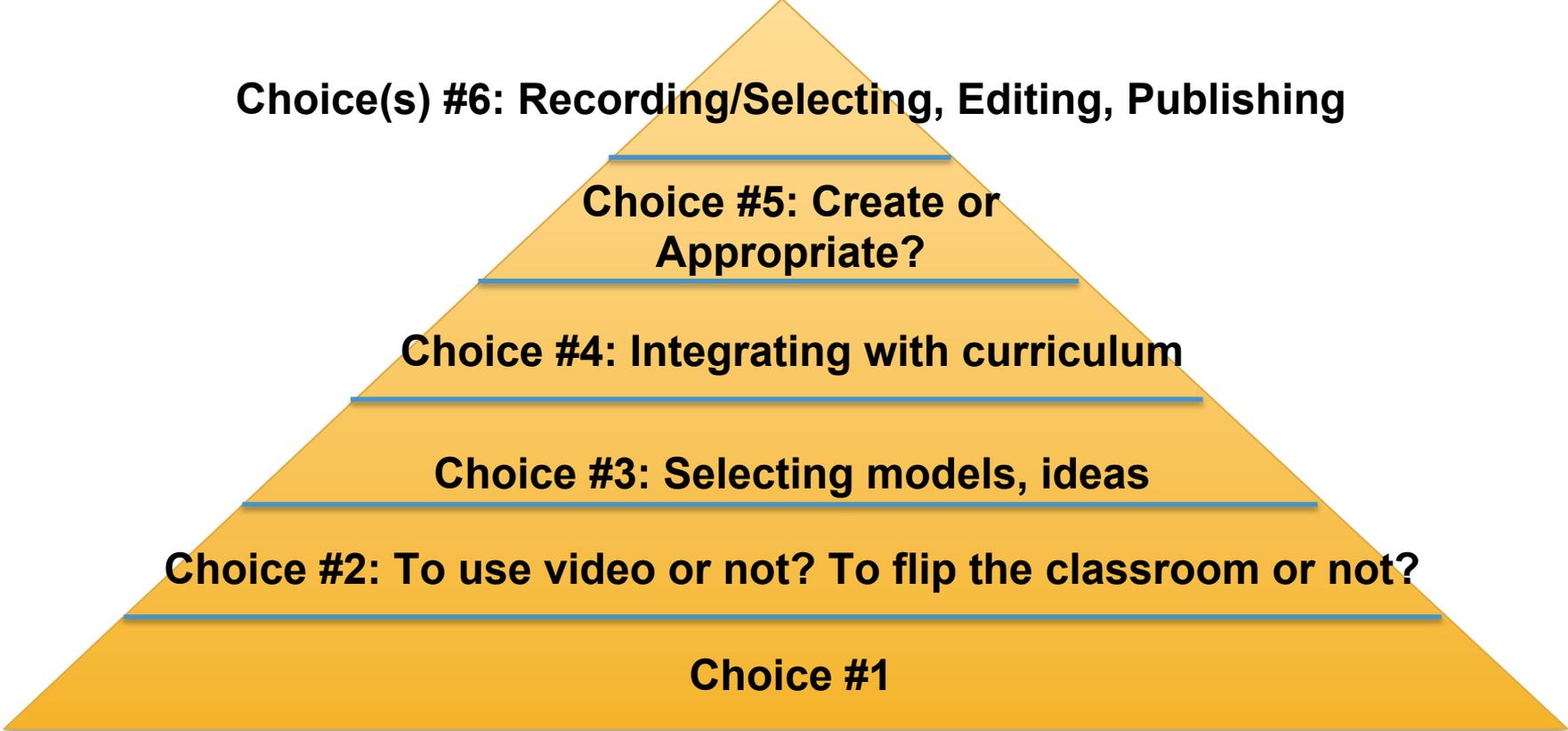
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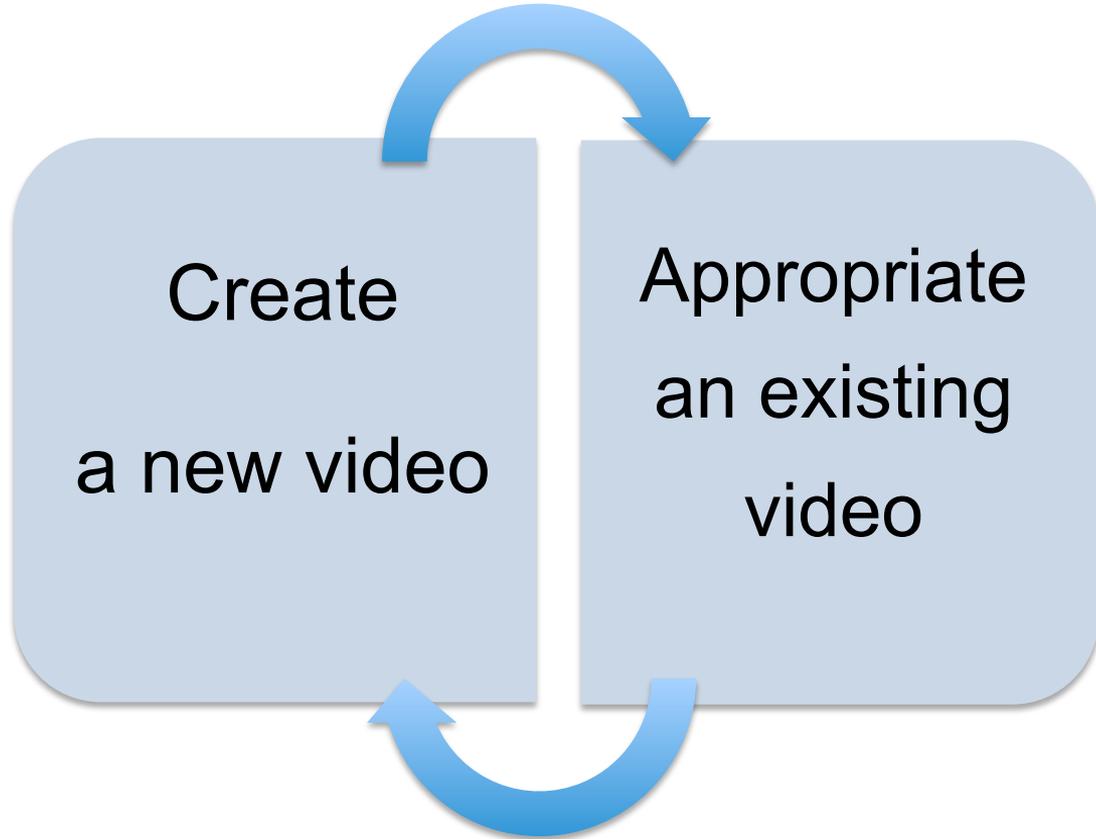
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Creating a New Video

Advantages	Challenges
Flexibility	Time-consuming
Customization	Requires some technical skills and hardware/software
	Video hosting

Appropriating an Existing Video

Advantages	Challenges
Easy to integrate	Editing limitations/restrictions
Less time-consuming	Copyright issues
Does not require video recording/editing skills	Unnecessary/unsuitable content

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Option 1: Creating a New Video



Step 1: Recording a Video

Choices to be made:

- Type: video-recording, screencast, narrated PPT
- Equipment: camcorder, flip camera, webcam, or lecture capture system; tripod; microphone; lights;
- Software for screencasting:
 - commercial: Camtasia, QuickTime, iShowU
 - free: CamStudio, Screencast-O-Matic, Screenr

Step 1: Recording a Video (cont.)

Choices to be made:

- location (e.g., room, lighting, background)
- shoot selection (e.g., close-up, medium, demonstration shoot)
- video length
- number of videos
- scripted or impromptu

Step 2: Editing a Video

Choices to be made:

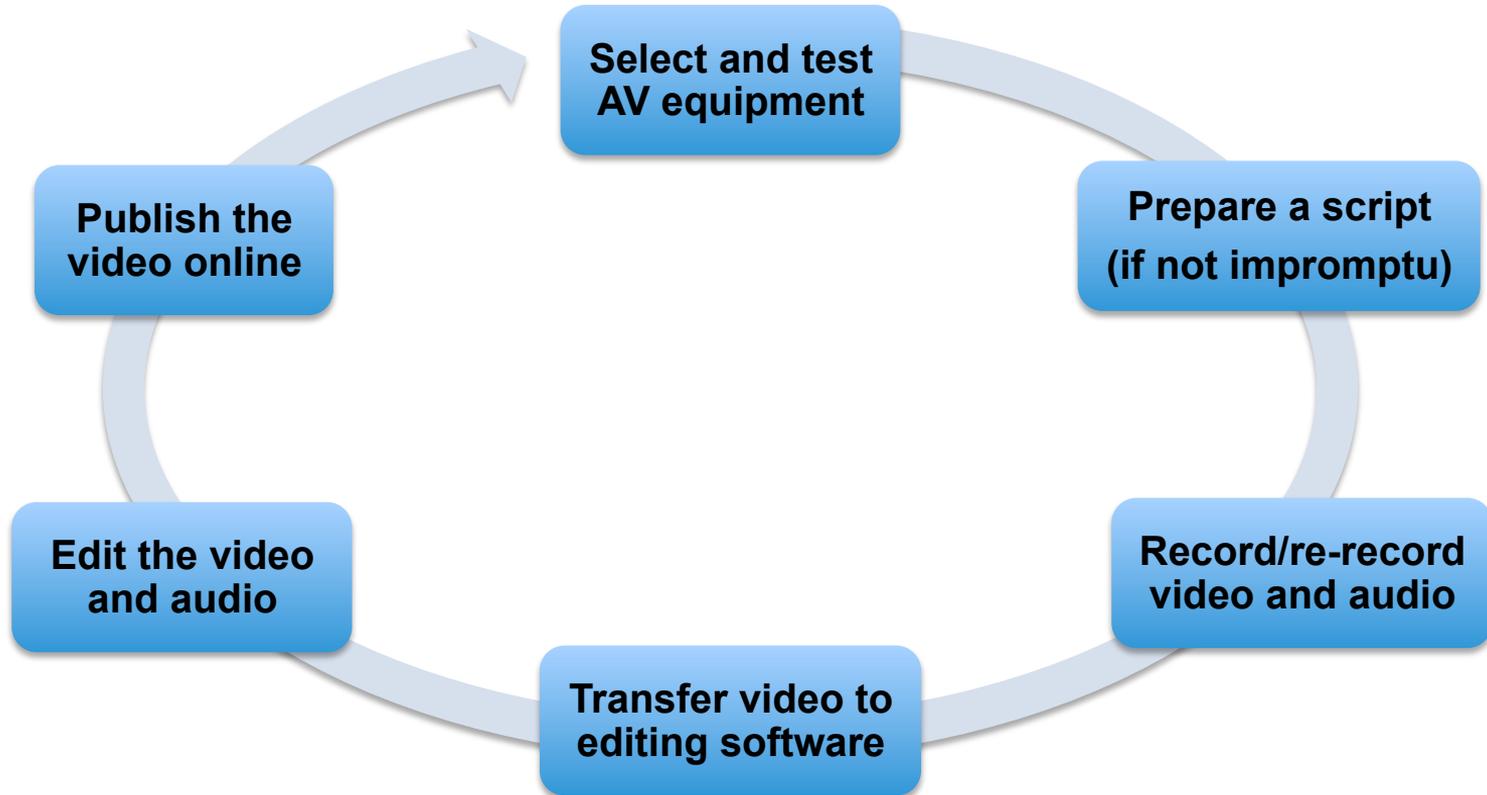
- video editing software (iMovie, MovieMaker, Camtasia, Final Cut Pro, Adobe Premiere)
- structure, organization, and subtitles
- video format (e.g., flv, mov, m4v)
- video length (5-minute clips vs. long lectures)
- video transcoder (e.g., HandBrake)

Step 3: Publishing a Video

Choices to be made:

- Hosting:
 - YouTube
 - class LMS (e.g., Moodle, Canvas, Sakai)
 - Kaltura
 - CMS (e.g., WordPress)
 - CLEAR Video Dropbox, Viewpoint, Mashups:
<http://clear.msu.edu/clear/ria.php>
- Accessibility:
 - public or restricted

Creating a New Video: Summary



Option 2: Appropriating an Existing Video



Step 1: Choosing an Existing Video

Choices to be made:

- video source:
 - YouTube
 - TED talks
 - Khan Academy
 - CARLA Audio-Video archive:
<http://www.carla.umn.edu/lctl/vava/index.html>
 - BLC library of foreign language film clips:
<http://blcvideoclips.berkeley.edu/>
- video length and number of videos

Step 2: Editing an Existing Video

Editing YouTube videos:

- Editing a YouTube video: <http://www.tubechop.com/>
- A TED Ed tool for adding resources to YouTube videos: <http://ed.ted.com/>

Editing existing videos on your computer:

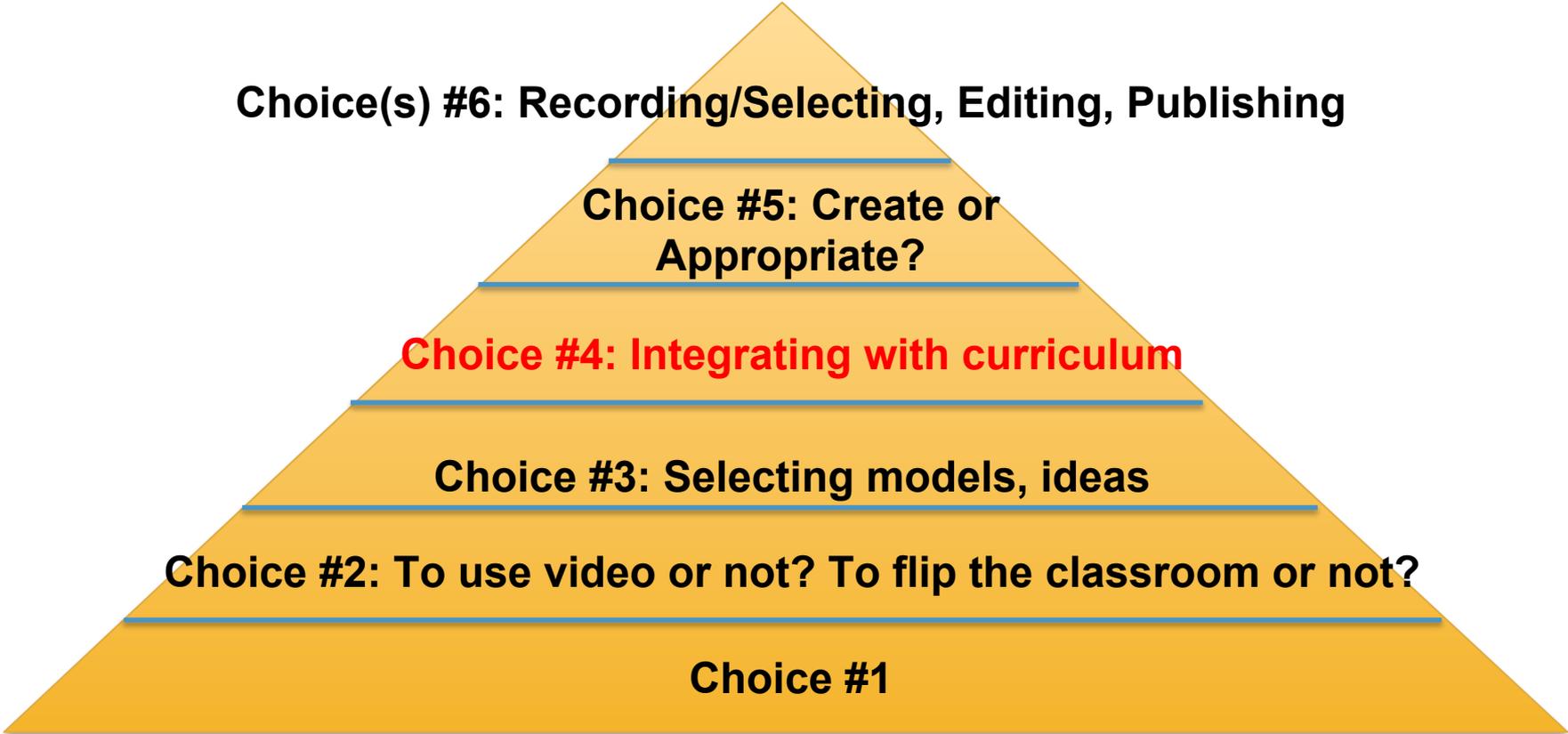
- video editing software + transcoder

Step 3: (Re)Publishing an Existing Video

Choices to be made:

- ◆ Original or new hosting:
 - ◆ YouTube
 - ◆ class LMS
 - ◆ Kaltura
 - ◆ CMS (e.g., WordPress)
 - ◆ CLEAR Viewpoint, Mashups
- ◆ Accessibility:
 - ◆ public
 - ◆ restricted

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Principles & Practices for integrating video into the flipped language curriculum: Sample lesson structure

- Robert Talbert, Associate Professor, Math, Grand Valley State University

1. Guided practice at home to assimilate material

Built around “basic” learning objectives, based on Bloom’s Taxonomy lower-order skills. Combines reading with watching short (YouTube) videos. Exercises completed and turned in using Google Forms.

2. Quiz at beginning of class to check on completion of reading/viewing

Entrance quizzes tied directly to learning objectives

3. In-class group problems or activities

“Higher-order” thinking skills practiced, more difficult tasks, for the purpose of “assimilation” of knowledge.

4. Online homework and extended tasks

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Principles & Practices for integrating video into the flipped language curriculum: Basic considerations

- What are the learning objectives?
- What role does video have in reaching these?

“Learning from videos just represent one mode of learning among many; some teachers choose to offer several or alternate resources” (Ash, 2012)

- Building around, from, and to the video

Ramsey Musallam (HS chem teacher): Video only after hands-on, guided inquiry period and assignment of task, allocation of materials etc.

- Interacting with the video

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Learning from others: Models, ideas, precedents

Applied linguistics and technology-related journals reviewed:

- CALICO
- Computer Assisted Language Learning
- Language Learning
- Language Learning & Technology
- Modern Language Journal
- ReCALL
- Studies in Second Language Acquisition
- System
- TESOL Journal
- TESOL Quarterly

of articles on “flipped” language classes: 0

Learning from others: Models, ideas, precedents

Studies in other education-related fields (sampling)

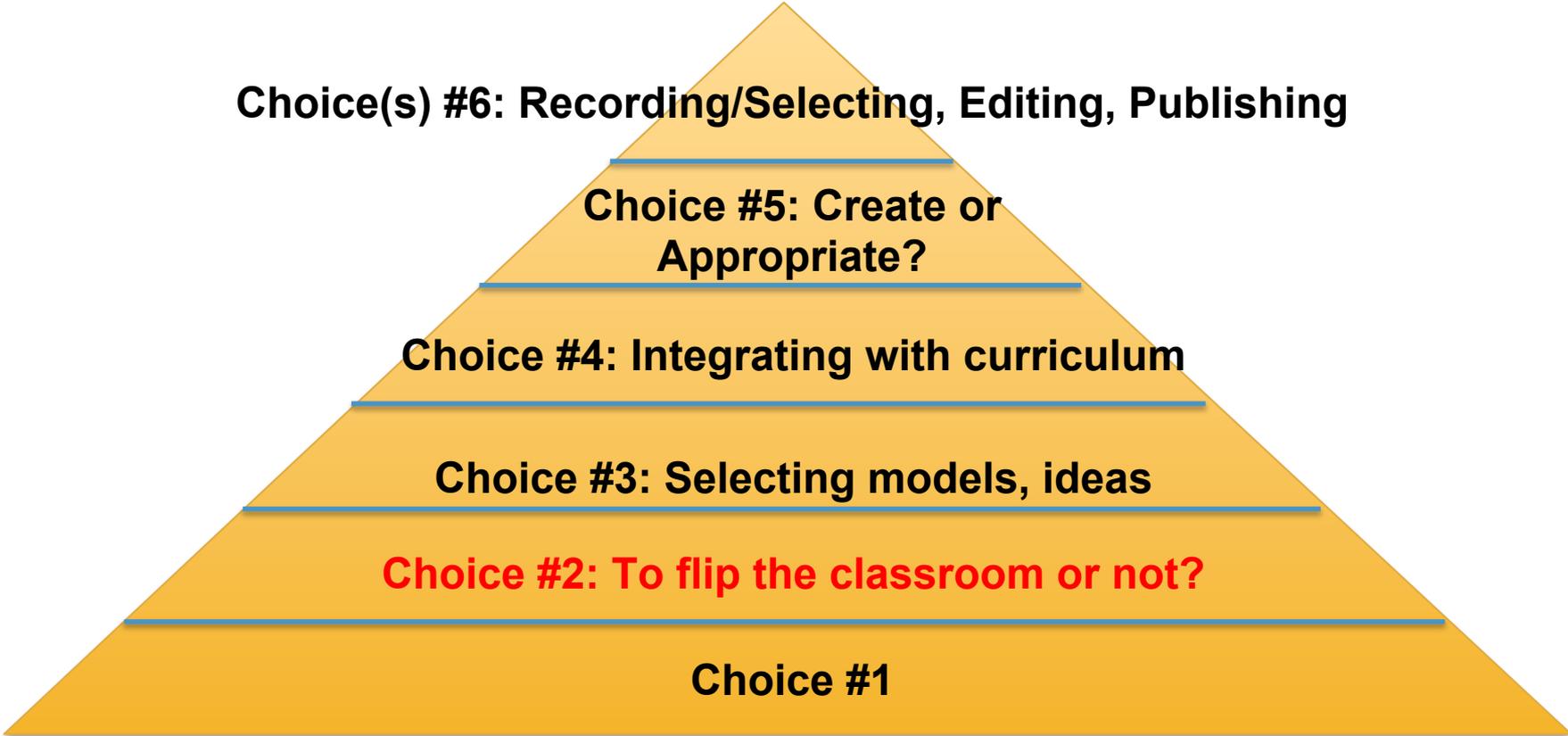
- King, Alison. 1993. “From Sage on the Stage to Guide on the Side.” *College Teaching* 41 (1) (January): 30–35.
- Lage, Maureen J., Glenn J. Platt, and Michael Treglia. 2000. “Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment.” *The Journal of Economic Education* 31 (1): 30–43.
- Baker, J. Wesley. 2000. “The ‘ Classroom Flip’: Using Web Course Management Tools to Become the Guide by the Side.” Paper presented at *11th International Conference on College Teaching and Learning, Jacksonville, FL*.

Learning from others: Models, ideas, precedents

Key publications, online forums, blogs, other sources. on “flipped classrooms”

- Bergmann, Jonathan, and Aaron Sams. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Eugene, Or.; Alexandria, Va.: International Society for Technology in Education ; ASCD.
- flippedlearning.org/ The Flipped Learning Network (Ning social network)
- thedailyriff.com/ - Education blog
- educatorstechnology.com - Ed Tech blog
- edutopia.org - George Lucas Educational Foundation
- insidehighered.com
- chronicle.com
- educause.edu

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To flip or not? Some reported virtues...

- Differentiated and just-in-time learning and teaching practices (Beth Fouts, *today* 😊)
- Student-centered: students learn at their own pace
- Teachers play role of “guide by the side”, not “sage on the stage” (King, 1993)
- ‘Lecture time’ freed up for interactive, project-oriented activities
- Interaction time increase
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- Flipped Learning Network’s “Four Pillars of Flipped Learning”:
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To flip or not? Some challenges...

- Lack of uniform availability of, access to technological resources
- Greater negative consequences in-class if students don't do HW?
- Multiplying the work of the teacher?

T must prepare many, varied resources, using multiple skills—and face new dangers if they lack them

- Repeating the ills of lecture-driven instruction?

“...what you're looking at is simply a time-shifting tool that is grounded in the same didactic, lecture-based philosophy. It's really a better version of a bad thing” (Ramsey Musallam, quoted in Ash 2012); Bogost: “The lecture is alive and well. It's just been turned into a sitcom.”

- Are teachers abnegating their basic responsibilities?
- Flipping as “Pre-MOOC-ification”. Can teachers assume their basic responsibilities?

Flipped learning “requires standardizing the learning experience and will further the privatization of education & elimination of teachers” (Gary Stager, 2012 radio debate with Aaron Sams)

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**Choice #1: Far-reaching consequences of flipping:
Changing classes, changing students, changing thinking, changing...?**

“Not flipping, but *condensing, abstracting* the classroom”

Ian Bogost, 2013. The condensed classroom. *The Atlantic*, August 27.

<http://www.theatlantic.com/technology/archive/2013/08/the-condensed-classroom/279013/>

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“As ed-tech learning practices become commonplace, we would do well to remember that technology does not improve some underlying, pure nature of their subject. Rather, it *changes* those things, transforming them into something new, something different. The telephone doesn't improve communication; it alters it. Facebook doesn't improve socialization; it alters it.”

Your thoughts?

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