

Outcome: SWBAT to interview Prof. Martha Ramirez on the topic of Flipped Learning with specific reference to the pros and cons of in-class flipping

In-Class Flipping Handout

Defined: Stations learners opt into semi-scaffolded tasks because of interest, need, or recommendation. See p.2 for task and outcome.

Join this station if you'd like to get a start on your homework for the weekend. Discuss with group the questions for weekly reflection.

6. Room 159 Weekly Reflection & Application Space

Start Here if you haven't seen Jennifer Gonzalez' short video explaining the rationale and learning configuration for an "in-class flip". (Pls. answer the in-video questions).

1. Room 157: Concept Space.

Join this station if you want to discuss Ramirez' article on in-class flipping. What questions seem to go unanswered?

2. Room 157: Interview Space.

Personal Space—when you finish your work at 1-2 stations, come down the hall for the videoconference

7. Room 175: Videoconference experts' space.

Join this station if you want to get feedback on your lesson plan that incorporates Flipped Learning's "flexible environment" performance indicators

5. Room 159 User Testing Space

In-video quizzing tools like H5P can be quite effective for comprehension assessment. Work on a lesson with H5P here.

4. Room 158 Lesson Maker Space.

Join this station if you want to retrace your steps for learning about appropriate techniques and technology for flipped or blended learning

3. Room 158 Map Space.

In-Class Flipping Handout

1. Base Station: A chance to (re)watch Jennifer Gonzalez' video on in-class flipping. Be sure to write your question(s) on your whiteboard.

Tech needed: ANVILL > H5P > InClass Flip

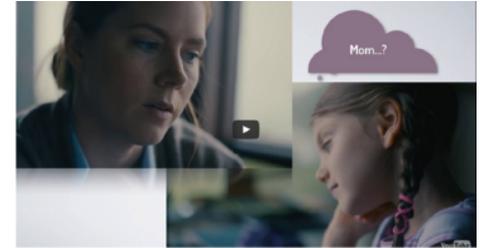
Outcome: Completed in-video comprehension task with 85% score



4. Lesson Maker Space: A chance to finish what you started with H5P and to have someone test it out.

Tech needed: Your website with a (mostly) finished interactive video lesson.

Outcome: Publish your lesson. Assurance that your questions and answers are enhancing comprehension



2. Interview Space: A chance to (re)examine Martha Ramirez' IC Flip model

Tech needed: <http://martharamirez.com.co/blog/whats-an-in-class-flip/>

Outcome: Sketch out 1 in-class flipping workstation idea for your own class using her model.

Some station work ideas for language classes

Short Story Writing	Punctuation	Figurative language class
<ul style="list-style-type: none"> What is a short story? Story vocabulary Choose a character Choose a setting Choose an obstacle Choose a starter Write your story 	<ul style="list-style-type: none"> Comma rules Comma explanation Sentence correction Identify errors Audio transcription Boardgame (Grammar/Vocabulary) 	<ul style="list-style-type: none"> Explanation Cut-outs matching Youtube song game Fig. lang. Boardgame Vocabulary card game
 Flipped-Instruction Practice Stand-alone		

5. Materials Maker Space: A chance to work on and get feedback on your LP for this week.

Tech needed: Your website with some video-based materials that align with your goals for flipping this lesson.

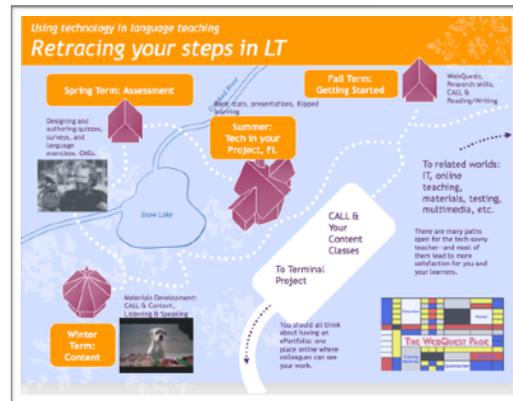
Outcome: Assurance that your lesson uses tech wisely, has appropriate scaffolding, and may (or may not) include an in-class flip. Share with group members.



3. Map Space: A chance to retrace where you've been in LTS with teaching and technology

Tech needed: whiteboard or drawing program

Outcome: Visually map out the path your knowledge about wise uses of technology in language teaching, especially in flipped or blended environments



6. Reflection Space: A chance to brainstorm about this week's reflection question: With reference to your LTS Final Project (or some related teaching/learning environment), what role do the 3 performance indicators play? In other words, how does this pillar's focus on student voice/choice in how and where and at what rate they learn align with what you're designing.

Tech needed: None. interactive video lesson.

Outcome: A headstart on your weekend's homework, a way of assessing your week's learning. Share with group members.

