**Web-Chat Date:** March 6, 2012

Topic: The Flipped Classroom for EFL

Abstract:

"The Flipped Classroom" is one of the most interesting blended learning educational approaches recently experimented with honorable recognition. The flipped classroom inverts traditional methods, delivering instruction online outside of class and moving "homework" into the classroom. Go to http://www.knewton.com/flipped-classroom/ for more information regarding the flipped classroom. It is called the flipped class because what used to be class-work (the "lecture/presentation") is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class. What are the benefits of the flipped classrooms? How could EFL teachers integrate flipped classroom pedagogies in their lessons? Will flipped classroom be an effective method for all English language teaching and learning situations? If not, when and how best could we utilize the approach?

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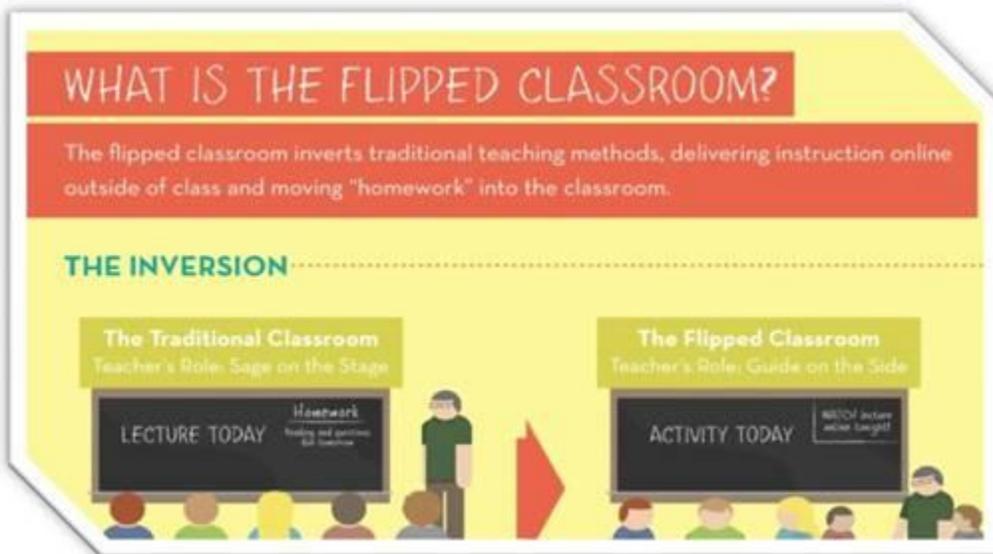
Transcript:

Damon Anderson: Hi everyone. We are ready to begin our chat for today. Thank you for joining us!

Phanisara Logsdon: Have anyone ever used the flipped classroom method? Or have heard of it before?

Damon Anderson: The idea of the flipped classroom puts more responsibility on the student to be prepared. This will mean a change in learning culture for many students.

Damon Anderson: I think that the concept of delivering the initial instruction via podcast or the web (Moodle) can be challenging, but also motivating for the students. What do you think?

Phil Owen: I have often assigned some study to students and then followed with activities in the classroom. I like the idea, but students are not always prepared. -- They tend to rely on someone else to prepare things.

Phanisara Logsdon: Students will have to be proactive in their own learning approach. But the design will engage them to take ownership of their own learning.

Pham Thi Phuong: i wonder whether it is suitable to teach science subjects only, not language skills

Damon Anderson: Pham Thi Phuong, that is an interesting question. I believe that some introduction of culture, language use, rules, and some explanations can easily be done using the Flipped approach, then practiced more fully in the classroom.

Phanisara Logsdon: It would definitely work for language skills also.

Phil Owen: I've usually found things already prepared on the web. I can put PowerPoint show on my Moodle, but doing my own podcasts is beyond me.

Damon Anderson: Phil, if your computer has a cam or you have a webcam or just a microphone, you can easily do a brief podcast. You just save what you record as an MP3 or MP4 file then put it where your students can link to it. Actually, you can find many resources on the web to help you find out how to do it.

Pham Thi Phuong: Phanisara Logsdon, could you suggest the way to apply this in teaching language skills?

Phanisara Logsdon: The aspects of the learning "topics" "grammar points" "project based communication activities" ---all the area that teachers can prepare in advance and design for students to watch it before coming to class.

Pham Thi Phuong: I have been thinking about this but couldnt find out

Phanisara Logsdon: Once teachers are comfortable with doing their own podcast--- at least we are contributing to EFL lesson plans and knowledge that can easily share with the world also.

Damon Anderson: What you use to present the lesson to the students at home doesn't have to be a podcast, it can be a PowerPoint or a document as well. Or it can be a further/deeper explanation or localized explanation for what is in the textbook. Then the students can ask questions in the class just before you begin to work with the lesson.

Phil Owen: Sometimes I feel so OLD. But, yes, I can up-load an MP3 file. I thought podcasting was more than that.

Phil Owen: ...more than that.

Phanisara Logsdon: For me, the idea of the flipped classroom is great in that students have a chance to try their own lessons first; and have built a proper schema before coming to class for further elaboration.

Phanisara Logsdon: So I guess, for me as well, I might not automatically start doing my very own podcast, I might assign students to see other content-based work available out there first.

Phil Owen: I noticed Knewton was only doing a 5-7 minute on-line lesson.

Chollada ICT Thailand: Hi sorry for coming late. Yes, me too I quiet a slower technician. When I'd like to use the high technology.

Phil Owen: That would not be too hard to do.

Damon Anderson: It really is not so difficult. You just have to make sure to moderate your speech so it is slow and clear enough for your students. When you get better at it, you can add a voice to a PowerPoint so that students here your presentation and see the ppt at the same time.

Phanisara Logsdon: Just any ideas and approaches that would avoid all "teachers centered" "teachered presentation focus" IN CLASS. Once students in class, the one who probably need to speak the most would be the students. The flipped classrooms would allow the setting for more students centered classroom.

patcharee sridakum: Hi everybody. I'd like to find out the others' ideas about flipped classroom. It's interesting, isn't it?

Chollada ICT Thailand: The ppt is the most modern in preparing the lesson for classroom.

Phanisara Logsdon: This flipped classroom can be individual lesson plans; or it can even be group work---preparing together and then coming back to report the their peer in other groups and teachers once back in class.

Damon Anderson: It is called Flipped because it takes the presentation part that had traditionally been done in the classroom and has placed that as pre-class work, and what was traditionally homework is done in the class where students can get immediate feedback and answers to questions as they try to apply what they learned.

Chollada ICT Thailand: One of the biggest challenges in flipped classroom I faced as a teacher was getting all my students to do their homework. If you expect that students are getting the lesson at home, but some students don't do their homework and watch your 'flipped' lesson at home, well then what is your strategy for getting them up to speed?

Damon Anderson: Aj. Chollada, that is a good question. What do you do now when students don't do their homework?

Chollada ICT Thailand: and I used the social network to connect the students who take the lesson to their home and did it.

Phanisara Logsdon: VERY GOOD point Aj. Chollada. That's what I imagine when I think about flipped classroom also.

Phil Owen: Hopefully the prepared students would push the un-prepared ones to be start preparing. But in traditional settings, student copy assignments and homework from each other all the time.

Phanisara Logsdon: I guess, it should not be TOO burdensome task for the students to get access to. And we can encourage them to share in class. Give them some assignment or something to show that they have actually view the materials beforehand.

Chollada ICT Thailand: Yes, kha and when the students have some problem to ask me, they can ask me while I'm online , it 's the same as I learned with UMBC in Online course from US embassy.

Damon Anderson: We should not focus too much on not trying this because students will not do the homework. Of course to start doing this you will need to change the students' learning culture and explain it to the school administration and the parents to get their buy-in and support. With this support, the students may be encouraged to do the homework.

Chollada ICT Thailand: The professor encouraged me and tried to convinced me to send my homework that I didn't do, she tried to ask me in my e mail ,until I finished my homework and sent the homework to Prof. Thai is the way I copied to do with my students.

Damon Anderson: If students don't do the homework (sometimes for good reasons), I would have a fun warm-up session with the class and let those who did not do the homework access it and go through it quickly. At least they will have an idea of the concepts/rules/points of discussion. Then get into the activities where they can practice along with the others. They will struggle more, but will still learn much.

Phanisara Logsdon: Good point K. Phil. Students do tend to copy each other. But that's the beauty of the flipped classroom--if teachers can make it individualistic as much as possible. For example, once students view the materials, they will have to come up with their own question or analysis about it.

daranee kaoto: I used to try powerpoint in my class. I could do that if there was a computer in the room.

Phanisara Logsdon: We can also pair up the weaker students to work and prepared the lessons together with the students who have better proficiency level.

Phil Owen: Is there any practical limit to the class size for this? I mean, I don't want to answer emails form 50 students every day.

Chollada ICT Thailand: How to solve the problem that they copy homework, maybe the students should study all their friends' homework and then they should write in their own points and send to teachers.

Chollada ICT Thailand: It takes times, maybe we should give them more time to do their homework, it slows but sure.

Damon Anderson: Phil, in the Flipped classroom, the presentation is the homework, the students can write down their questions (or send them ahead of time via email) in the class just before or as they are working with the information.

Phil Owen: Actually, in a flipped classroom, there should be very little homework to copy in the traditional way we assign homework.

Damon Anderson: That is true. The traditional homework that would be copied is actually done in class.

patcharee sridakum: Dear Ajarn Chollada, Pi' Pat has some suggestion; why don't you check ss's draft beforehand. This is the methord that I allow students to hand in their homework in Food Project in iEARN. It works well.

Chollada ICT Thailand: I don't want to answer any e mail , I set the group of class... in FB social network ,so you can type only one sentence and all of the students can read.

Phanisara Logsdon: Good question K. Phil. We don't have to answer 50 e-mails. And actually WE shouldn't. We should guide them to help each other out. Of course, smaller class size is always heavenly. But the class size itself shouldn't be the problem. We can group them and making the tasks more manageable.

Damon Anderson: You could actually set up a Moodle and have a blog where students view the podcasts or presentations then comment on and submit questions regarding what they saw. This can be addressed in class to everyone.

Phil Owen: OK

Chollada ICT Thailand: yes, that's right Khun Nina,and K. Phill , we can group them to the group and one or two of them should be the good student, who can introduce the lesson to their friends . It should help the students together.

Phanisara Logsdon: Depending on the language focus we would like to cover on that particular day---Like Aj. Patcharee mentioned that if it is the writing class; students can view the materials on iEARN first and then they come to show the draft to the teachers or writing the response to the posting once in class with the teachers.

Phanisara Logsdon: I like your idea, Aj. Chollada. yes, social media like FB can make the sharing of content, students voice, opinions, and responses much easier.

Damon Anderson: In places where the internet connection may be a problem, once you create the podcast or whatever form of presentation, you can easily put it on to a CD for students to take home and use on a computer. This then would/could become a CD book for them.

Damon Anderson: Podcasts and such forms of delivery can use social networks and be used on smart phones and tablets as well as computers.

Phanisara Logsdon: Now that we have more of the learning tools available for use, teachers just have to be more creative in their own "teaching" approaches. We should not ignore what's available :)

Chollada ICT Thailand: Thank you Khun Nina, and the iearn is the best website, but It takes time to apply for the user name and passwords and we can connect the students around the world, who are the members of the iEARN . kha so let's go to have the user name in iEARN website.

Phil Owen: iEARN?

Chollada ICT Thailand: Yes, it's the International Education and Resource Network

Chollada ICT Thailand: Website is: iearn.org

Phanisara Logsdon: Phil, you can visit the website www.iearn.org It is US based secondary school project based language learning sharing among different countries across the globe.

Phil Owen: Thanks, I was just googling it. It looks like a good resource.

Damon Anderson: There are many good resources for online materials and connections for teachers and students. YouTube has an educational section, for example, where you can find many videos for instruction.

Phanisara Logsdon: We do have a lot of good resources out there. Sometimes teachers worry too much about designing their own lessons; we should be more creatively integrate appropriately what's out there for students to work on.

patcharee sridakum: And students in 11 graders (Mattayom 5) at Yannawate Wittayakom join the projec called " Food Recipe" in iEARN it's fun. And some students try to post it by vedio. However, there are many projects

Phanisara Logsdon: Choosing project topic like food is very popular, Aj. Patcharee, for our Thai students

Damon Anderson: Thai has a great food culture, as do most Southeast Asian countries.

Damon Anderson: The idea of the Flipped Classroom is one way of using blended learning to facilitate how students access information and can get more from the lessons by being more involved in the learning process.

Chollada ICT Thailand: Ict: Islamic College of Thailand join the Teddy Bear Project in iEARN.

Phanisara Logsdon: Any authentic material and topic would be of great interest for our students. They can actually use it in real life.

Damon Anderson: We only have about 7 minutes left in today's chat. Do any of you have any suggestions for our next chat for April?

Phil Owen: Advanced students could even develop material/topics to share with their classmates.

patcharee sridakum: I found that this project is authentic as well as it encourages ss to cook Thai food in class and take the photo at the same time. In addition, there is "One Day in The Life" is the awesome project.

Phanisara Logsdon: Thank you for your great input today.

Phanisara Logsdon: Hope to see you again next month.

Damon Anderson: We have just a couple of minutes left. Any last thoughts on today's topic of the Flipped Classroom? I hope some of you will give it a try.

patcharee sridakum: Thank you. And see you next month.

Damon Anderson: Thank you everyone for participating today. We have enjoyed the chat. We look forward to seeing you next month.

Phanisara Logsdon: Hope some of you will actually try to complete Flipped Classroom. And share with us how it works out.

Phil Owen: Bye.

Phanisara Logsdon: See you all next time. Thanks again.

Chollada ICT Thailand 2: Thank you, bye bye

Damon Anderson: The chat is now closed, but we will leave the room open so you can still read the dialog and see the ppt. Khun Nina will post the transcript on our website for later viewing.

patcharee sridakum: Bye.

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