DON’T FLIP OUT ABOUT FLIPPED CLASSROOM

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PART 1
WHAT AND WHY?
THE "FLIPPED LESSON"

Reverses the roles of homework & lecture

**Homework**

Review concepts and practice difficult problem sets

**Classwork**

Take notes and practice introductory problem sets
WHY I “FLIP”

• Allows students to take control of the lecture:
  • Watch and re-watch as many times as needed
  • Pause and take notes, annotate slides
  • Watch early, at any time of day

• Allows more class time for application of chemistry:
  • More opportunities to detect misunderstandings
  • More labs, activities, and modeling
FLIPPING MISCONCEPTIONS

• Videos do not replace the teacher.
• Flipping does not take the place of an actual classroom.
• Classes are still structured.
• Students are not isolated while learning.
• Flipped videos are not just videos... they are tools.
FLIPPING BENEFITS

• All students are more engaged in class discussions and activities. More student centered.

• Absent students can easily catch up.

• Homework is assessed before students come into class:
  • Misconceptions are identified faster.
  • Immediate feedback can be given to students.
RESEARCH BASED EFFECTIVE EDUCATIONAL PRACTICES

- One to one student-teacher contact.
- Cooperation among students.
- Active learning.
- Prompt feedback.
- Increased time on task.
- Communicate high expectations.
- Respect diverse talents and ways of knowing.

Flipping the classroom can foster this culture!

CLASS TIME IS FREE FOR:

• Lab experiments (inquiry)
• Demonstrations
• POGIL activities
• Hands on discovery
• Literacy strategies
• Modeling Instruction
• Class discussions
• Group work and practice
PART 2

HOW?
1. Create & Record Video

2. Upload to Platform

3. Edit/Embed Questions

4. Upload/Assign to Students

5. Assess Progress
Tools

Hyperlinked and Free!
1. CREATE & RECORD

PowerPoint/Keynote/Prezi ➔ Record using Screencast-o-Matic
2. UPLOAD TO PLATFORM
WHY EDPUZZLE?

• Every student has a log in.
• Tracks students:
  • When they watch
  • How many times they watch
• Skipping is prevented.
• An app is available for phones and tablets.
• Assess your students prior to class to drive class instruction.
CREATE CLASSES

• Create a separate class for each period you teach.
• Give the codes to the students to log in at home or in class (possible web quest).
CREATE CLASSES

- Student names can be modified and passwords can be reset in the Members tab.
- **TIPS:** Have students record their names: Last, First. Lock access after class list is complete.
UPLOAD VIDEO

My content → Create → Upload Video
OTHER VIDEOS ARE AVAILABLE
My content ➔ Create ➔ New Video
3. EDIT...
CROP

Why crop a video?
Explain only what you need.

Show me how

Video AP 4.2

RESONANCE

0:00

09:55

09:55

EDpuzzle

Save

Finish
ADD AN AUDIO TRACK
ADD AND AUDIO NOTE

EDpuzzle

AP 4.2 Resonance

Saved a few seconds ago

Why record audio notes?
Insert an introductory comment, a conclusion, a remark, you name it.

Show me how

RESONANCE

Video AP 4.2

Dr

0:00
09:55
AND EMBED QUESTIONS
FREE RESPONSE QUESTIONS

Does the nitrate ion exhibit resonance? Justify your answer.
Choose correct answer (or multiple) and Edpuzzle self grades!
Questions can be at any point of the video
4. SAVE AND UPLOAD

- Auto-Saved
- Click Finish
- Choose classes or share with anyone (doesn’t track)
- Prevent Skipping
- Assign start and due date
5. ASSESS PROGRESS
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Watched</th>
<th>Grade</th>
<th>Last Seen</th>
<th>Turned In</th>
<th>Reset</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>16 hours ago</td>
<td>Late</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>3 days ago</td>
<td>On Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>12 hours ago</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>a day ago</td>
<td>On Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>3 days ago</td>
<td>On Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>21 hours ago</td>
<td>On Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>100/100</td>
<td>3 days ago</td>
<td>On Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>80/100</td>
<td>3 days ago</td>
<td>On Time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓</td>
<td>80/100</td>
<td>a day ago</td>
<td>On Time</td>
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<td>80/100</td>
<td>3 days ago</td>
<td>On Time</td>
<td></td>
</tr>
</tbody>
</table>
Select if FR are correct, partially correct or incorrect.

Click comment to add notes to students.
Select QUESTIONS to obtain an item analysis for each question

<table>
<thead>
<tr>
<th>Students</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are more atoms on the periodic table para or dimagnetic?</td>
<td>When sulfur becomes the sulfide ion, what happens to it?</td>
</tr>
<tr>
<td>Open response at 7:53</td>
<td>Multiple choice at 1:21</td>
</tr>
<tr>
<td>successful students: 15 /32</td>
<td>successful students: 24 /32</td>
</tr>
<tr>
<td>What is the configuration of Sc+2?</td>
<td>Which species is isoelectronic with the oxide ion?</td>
</tr>
<tr>
<td>Open response at 1:21</td>
<td>Multiple choice at 5:46</td>
</tr>
<tr>
<td>successful students: 24 /32</td>
<td>successful students: 24 /32</td>
</tr>
<tr>
<td>Which is the correct noble gas short cut for gold?</td>
<td></td>
</tr>
<tr>
<td>Multiple choice at 4:58</td>
<td></td>
</tr>
<tr>
<td>successful students: 27 /32</td>
<td></td>
</tr>
</tbody>
</table>
Select a single question for detailed responses
RECOMMENDATIONS

• Use your own videos.
  • Students prefer their teachers voices and methods.
  • You know the video content.
  • Students feel you put in the effort.
• If you use other videos, watch the whole video and edit it.
• Model appropriate video watching techniques including note taking and time management skills.
• Assess student notes periodically: note fill ins, checks, quizzes.
RECOMMENDATIONS

• Do not allow students to fast forward.
• Grade questions before class and use questions to create do-now or discussions.
• Grade your homework so students put effort into their work.
• Do not allow late video homework.
• Provide additional videos for practice problems and bonus points.
RECOMMENDATIONS

• Consistently give video homework so students think about chemistry every night and know to log in.
• Use Remind to answer student questions and issues.
• Start slow: pre-labs, review, test corrections, every other unit, trade off with teachers...
PITFALLS

• Technology Concerns (proficiency, access, reliability)

• Videos are too long (no more than 15 min)

• Videos go passed the scope of the class

• Don’t re-teach! It tells students that the video wasn’t important
WORRIED THEY DIDN’T WATCH IT?

• Give open note quizzes periodically.
• Have students outline that particular topic in the textbook individually before joining group work.
QUESTIONS? CONTACT ME 😊

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To Download Resources: