

Teaching The Unknown Through Flipped Classrooms

Emily Buck

and Jeff Hattey

The Ohio State University



I Need To Teach What?

- Freshman study abroad experience
 - Pre-departure course once a week
 - 11 days in Ecuador
 - Homestays
- They need a basic knowledge of Spanish
 - When was your last Spanish class?



Past Attempts

- Students were assigned a topic (i.e. animals) and would give 15 minute mini lessons
- While helpful most students were not engaged during their “off week” enough to take in the materials



Objectives

- Introduce basic Spanish vocabulary into a study abroad pre-departure course
- Stimulate creativity
- Build relationships between students prior to departure date



THE FLIPPED CLASSROOM

Turning Traditional Education on Its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving “homework” into the classroom.

THE INVERSION



Flipped Classroom

- Engagement in the classroom with content not a PowerPoint presentation
- Deeper understanding of concepts
- Reach a broader range of learning styles through activities



Does It Work?

- Physics instructor found 80% did the pre-class readings and on average 90% demonstrated engagement in the task (Schell, 2012)
- Clintondale High School in Detroit-
 - Before flipping=+50% failed English and 44% failed math
 - After flipping= 19% failed English and 13% failed Math

Our Solution

- Students were asked to select a new partner each week
- A weekly list of vocabulary words were provided related to a new topic
 - Greetings & Goodbye
 - Colors
 - Agriculture
 - Animals
 - Food
 - Family & Home Life
 - Numbers
- They were to do a 1-2 minute video with their partner using the words
- Posted in D2L dropbox before class

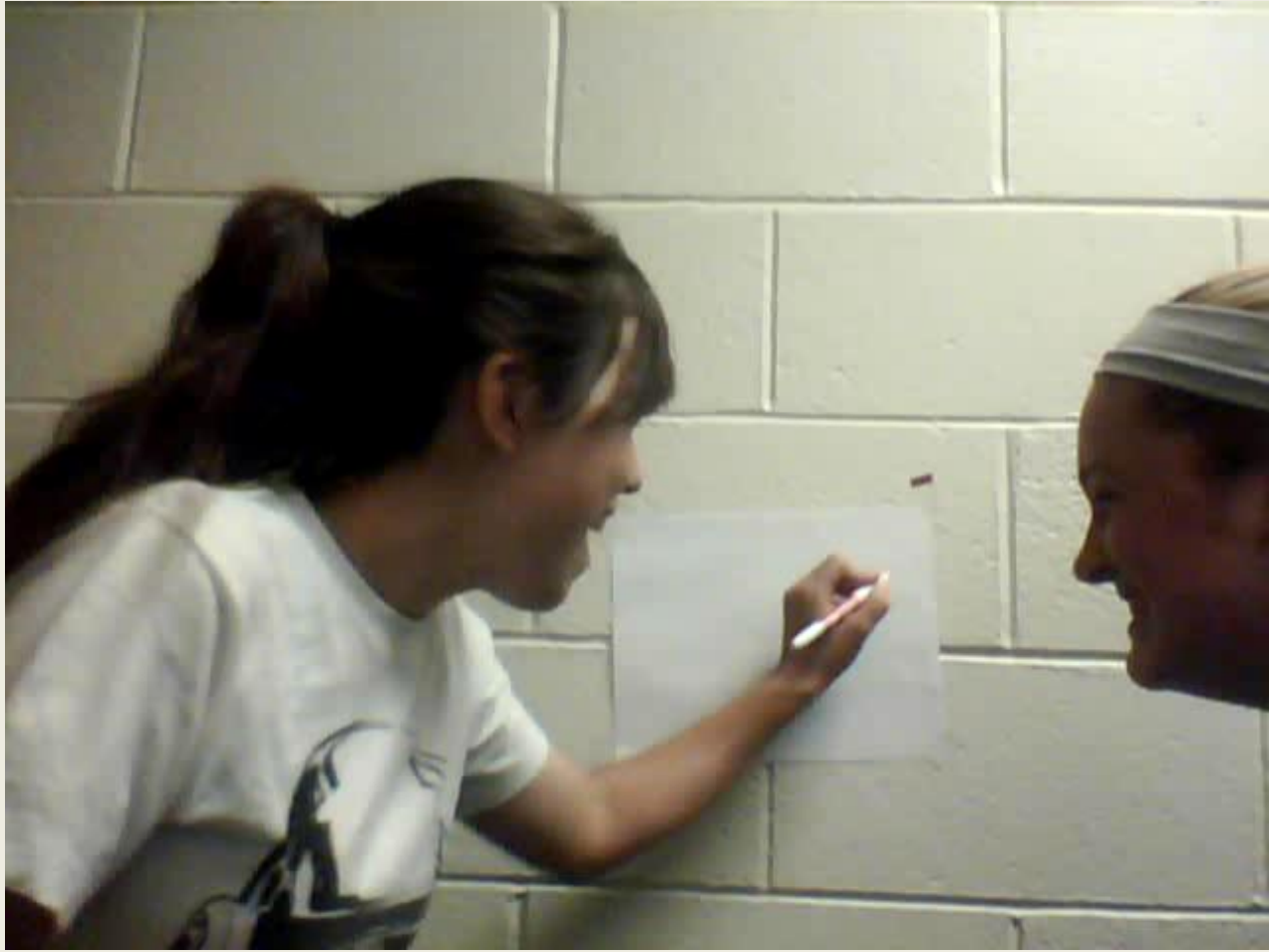
Will they have the tools?

- 78% of teens 12-18 have cell phones, 47% of those are smart phones
- 96% of undergrads had cell phones in 2010
- 88% of undergrads had a laptop in 2010
 - Most phones and laptops today can capture the videos
- Coming from High School ready to use the tools
 - 73% of teachers studied use cell phones in the classroom or for homework

Videos







Student Feedback

- Enjoyed the creative outlet
- Thought it was good way to meet others in the class
- Did not like having to find their own partner
- Some were not comfortable with using LMS technology



The Videos

- Creative, fun way for them to learn
- Learned more than just Spanish
 - Did online videos
 - Problem solving
- Group dynamics
 - Got to know everyone in class before the trip
 - Making contributions to the college
 - Spurred to additional study abroad opportunities



Future Suggestions

- Challenge more creativity
- Review videos of peers
- Develop more structured feedback on assignment

