



Instructional Technology Newsletter

Developing 21st Century Skills One Byte at a Time

Are you ready to FLIP the classroom?

There is a new paradigm shift occurring in classrooms. Many of the most innovative teachers are turning the traditional K-12 classrooms upside down in an effort to individualize the learning experience for students.

[They are "Flipping" the classroom in order to make classroom instructional time more valuable to students.](#)

"Flipping" the classroom refers to a new approach to teaching in which the students view videos, podcasts or [vodcasts](#) of classroom lectures at home for homework. In the classroom, students apply what is learned by completing what is typically identified as "homework" in the classroom.

This innovative approach to instruction offers many advantages. By viewing video lectures in math and science, students may pause, stop, rewind at their own will. They may also engage in the lesson at a time that is right for them in their own environment. In the classroom students are provided the opportunity to apply what was learned in the lesson. Students work through the problems during class time. The teacher acts as a facilitator by circulating the room and providing assistance where necessary. Students also work with peers or in small groups to collaborate on problems. This model allows the teacher to be



available when the students need him or her most. It creates a student centered personalized learning environment.

In a typical classroom students would sit through a lecture in order to learn the content. They would then be assigned homework for that evening. Many students who did not grasp the lecture would struggle with the homework. When this happens they would just quit or not

do it. They would return to class the next day having to learn something new. By flipping the classroom, teachers can see who is struggling and provide immediate help for those students. The application of this new teaching style has presented fantastic results in student achievement and engagement.

Where do you start?

There are a number of free video screencasts available for math and science online. One example is [The Khan Academy](#). This site, created by Salman Khan houses thousands of screencast lectures from basic math to advanced calculus. It also includes interactive practice sessions for students to apply what they have learned.

Continued on Page 3

Jefferson Township Public Schools



March 2011

Points of Interest

- [Flipping the classroom Experience](#)
- [A day in the life of a digital writing classroom](#)
- [Back channeling increase student engagement and learning](#)

Inside this issue:

Flip the Classroom	1
Digital Writing	2
Back Channel	2
Cool on the Web	3

Digital Writing .. From Planning to Publication

Writing instruction in the 21st century can be cool, according to students. Technology and the internet have provided teachers and students with resources that not only engage students in the writing process, but provide supports, organization, collaboration and the opportunity to publish for an audience.

Let's follow the day in a life of an elementary school writing class. Mrs. Jones's students are going to be working on persuasive writing. In order to maximize writing instruction time, Mrs. Jones would like to incorporate a persuasive writing assignment in social studies. Her students are studying US history. Specifically they are learning about slavery.

Mrs. Jones may begin her lesson with some primary source documents. These may include primary source documents from [PBS](#). She may also have her students conduct independent research using Google. Instead of sending them free to search, she will instruct them on [how to search Google by reading level](#) to ensure they find

sites and documents appropriate to their level. She may also show video clips from [Discovery Education](#), or [Brain Pop](#) to both activate prior knowledge and expose students to first hand accounts of the topic.

Once the students have acquired some background knowledge of their topic it is time to talk about the writing project. Mr.s. Jones might decide to use a [RAFT](#) writing assignment. She could use the [RAFT prompt creator for social studies](#) from [Read Write Think?](#) She could also assign a RAFT topic such as " You are a plantation owner in South Carolina in the 1600s. Convince other landowners that free labor could be more successful than slave labor, writing a newspaper editorial. "

Students in will be introduced to the website [bubbl.us](#). There they will develop a mind map as a pre-writing activity. Because this is web-based, Mr.s Jones can monitor each students progress online and can leave comments and notes where appropriate. The students can access these mind maps from

school and home. This allows them to work on their maps when they are the most focused.

After completing the map the students are ready to start writing. Mrs. Jones has the students write their stories using [Google Docs](#). Google Docs is web-based and allows for sharing. Each student shares his or her writing with Mrs. Jones. Mrs. Jones can monitor their progress online and [leave in-line comments](#) to help guide their writing. Students may also share their writing with peers with view rights. Each student has rubric to use for peer review.

When all of the writing assignments are completed Mrs. Jones allows each student to copy their writing as a guest posts on her teacher blog. Once posted, she contacts parents and historians to visit the blog and provide comments after reading the postings. The students read the comments and respond.

.....

Back Channel Your Classroom with Today's Meet

There is a new phenomenon occurring in classrooms workshops and meetings. It is called back channeling. This refers to participants in a event communicating and collaborating with technology to take notes, ask questions and reflect in real-time.

A great tool to accomplish this is the website [Today's Meet](#). In order to get started you visit the site,

create a room and send the link to the room to the other participants. It could be posted on the board in a classroom. The participants can immediately start a live chat. The results of the chat stay online for the period of time specified. They can also be copied to a Google Doc and shared with the rest of the class.

This technology could be very useful as a way for a class to take collaborative notes and pose questions while viewing a media clip, a speaker or a class lecture. The teacher can flip to the site to review what was discussed. Many schools have utilized student owned electronic devices to maximize student access.

Flip the Classroom Continued...

In our district we have access to [MOODLE](#). MOODLE is an online course management software. Teachers can post links to videos and other online tutorials that students may access from any computer with internet access. We also use [Google Sites](#) or WordPress Blogs. Each of these allow teachers to embed or link to videos that students may access over the web. There are also a number of free tools that allow teachers to record screencasts of their lectures. [Screencast.com](#) (Jing) and the Smart Notebook Software all offers these features.

In many classrooms students are responsible for creating the video tutorials. This method of instruction is a great opportunity to differentiate within

Since it's 2010, many of these students will see smartboards instead of chalkboards and they'll turn in their assignments online rather than on paper. But the rhythm of their actual days will be much the same as when their parents and grandparents sat in those same uncomfortable seats back in the 20th century.

-Daniel Pink

page. The teacher moderates and approves the videos before they go

your classroom. A few students who have a strong handle on the topic may be assigned to a center in which they develop a video or screen-cast tutorial. This tutorial can then be shared with the class.

[School Tube](#) is a website that was developed for teachers and students as an alternative to youtube. Teachers can create a class schooltube page. Students may submit videos that they create to the class

live. By creating a class channel on schooltube you are providing a classroom version of youtube that consists of original content developed by you and your students.

Websites like [Academic Earth](#), [MIT Open Courseware](#) for High School, [Teachers TV](#), iTunes University, [Math TV](#), [YouTube EDU](#), and [Khan Academy](#) all offer free video lectures and tutorials that students and teachers may access.

My recommendation is to start small. If you are going to create and publish your own tutorials start small. Try posting one or two a month. Pilot the flipped classroom project with these videos.

If you would like to train your students to develop these types of tutorials I am available to help. We have all of the software and hardware necessary to start this immediately.

What is cool on the web?

Today's Meet

Create a back channel in your classroom. Have students ask questions, take notes and guide conversations by using an online back channel.

<http://www.todaysmeet.com>

Sumo Paint

Sumo Paint is a free to use online image editor and painting tool. There is no registration required. The final product can be saved as a JPEG and used in digital stories or any other class project. Students may create drawings or add drawings to images.

<http://www.sumopaint.com>

Yodio

Take pictures with a phone or camera. Upload it to the site and then record audio with a phone or computer. You can record narration for a photo with your cell phone and then share it as a digital story.

<http://www.yodio.com/>