

Flipping the Classroom for Students with Learning Disabilities

Why we did it;

How we did it;

How you can do it too!

Agenda

1. Introduction
2. Overview: Flipping the classroom with LD students
3. Case Study: Developing a Flipped curriculum with LD students in mind
4. What Benefits and Issues have we seen?
5. How to Flip: Resources

Who are we?

- **Sarah Campbell**

- Social Sciences

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- **Rebecca Morris**

- Resource, Languages

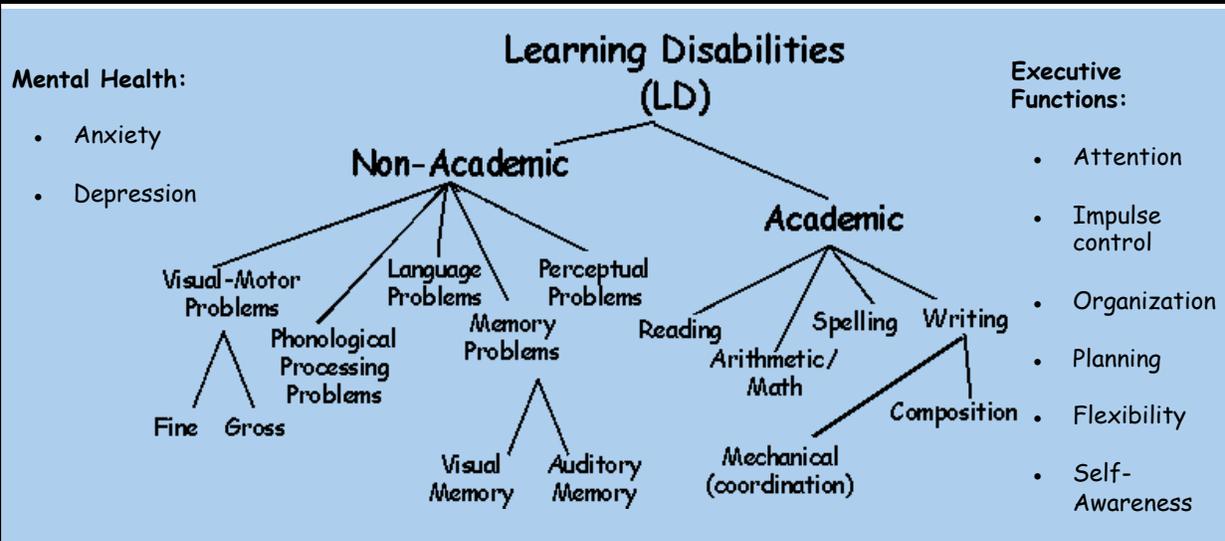
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What needs do we see with students with LD?



Our Guiding Question: Can flipping help LD students?



- We saw the drawbacks of the traditional high school classroom
- We had the technology (iPads, laptops)
- We were concerned with student passivity
 - Learned Helplessness

The Flipped Classroom



TASK: As we watch, listen for 3 benefits to flipping your classroom.

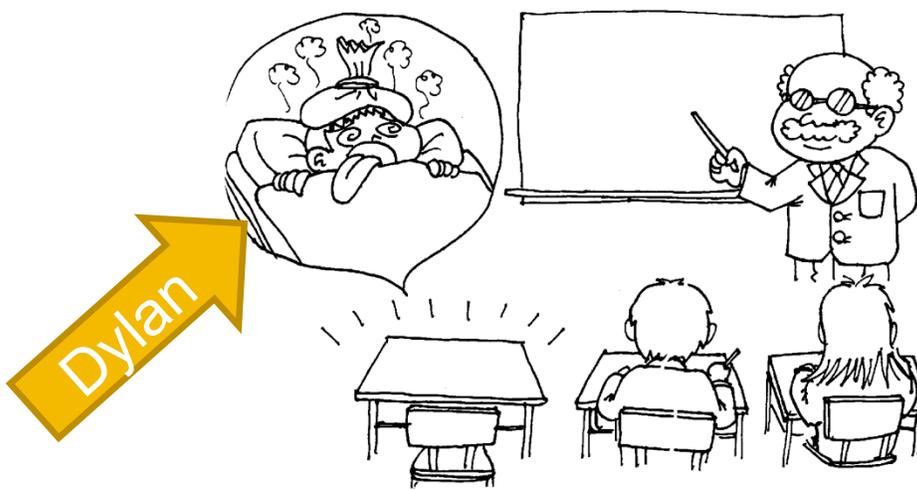
Be prepared to discuss with a partner!

My Motivation for Flipping

(Or: The 4 Problems that made me flip out!)

The “Dylan” Problem

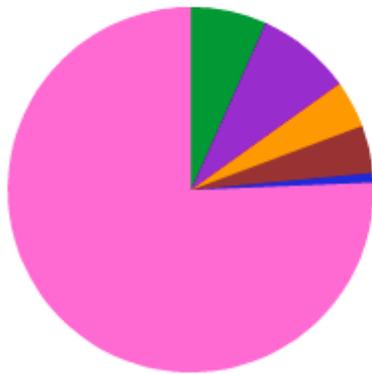
#1



Practice was done alone (or worse. . .)

#2

What I Do When I Don't Understand A Homework Question



- Go
- Co
- Gu
- Pu
- As
- Lo



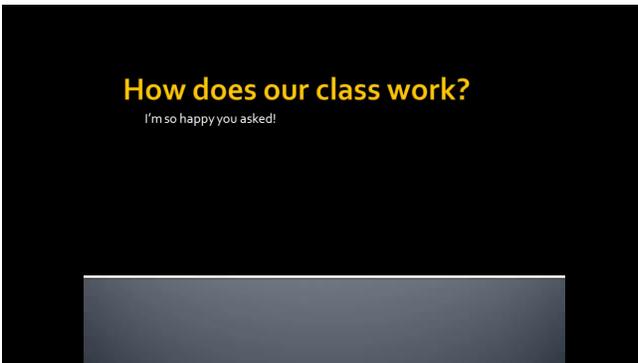
Once the teaching was done, it was gone.

#3



How I started the year...

■ “How our Class Works” video



■ Discussion about Student Responsibilities - expected students to:

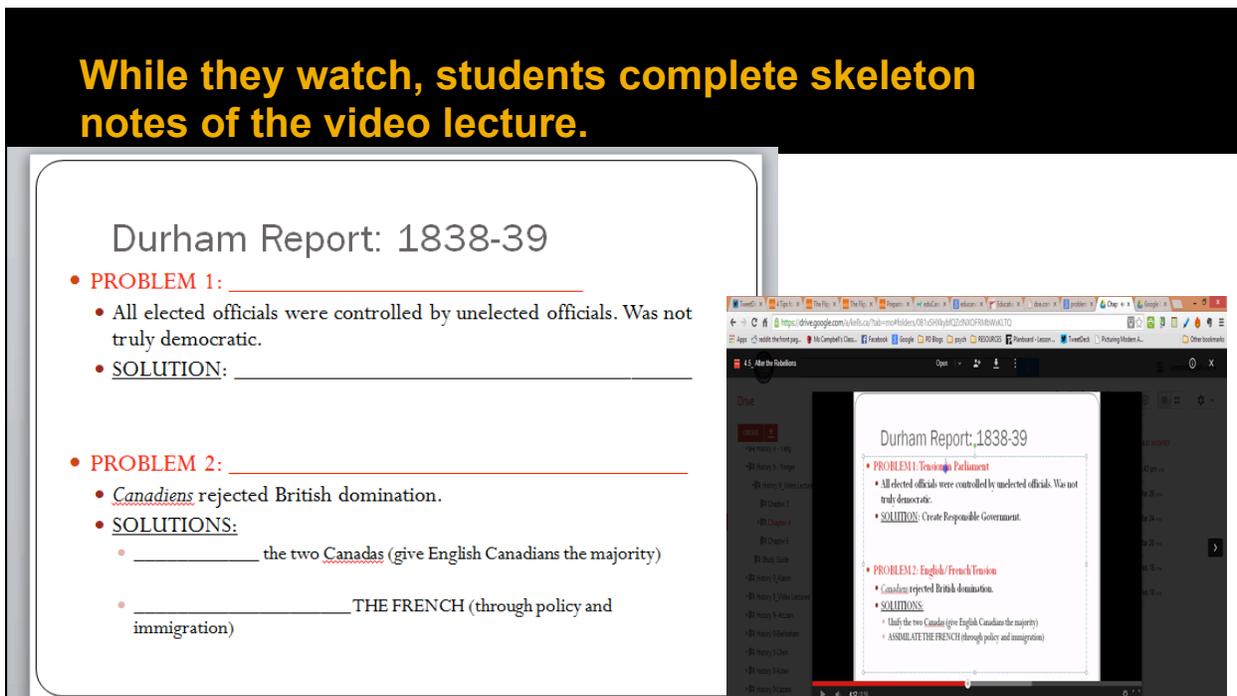
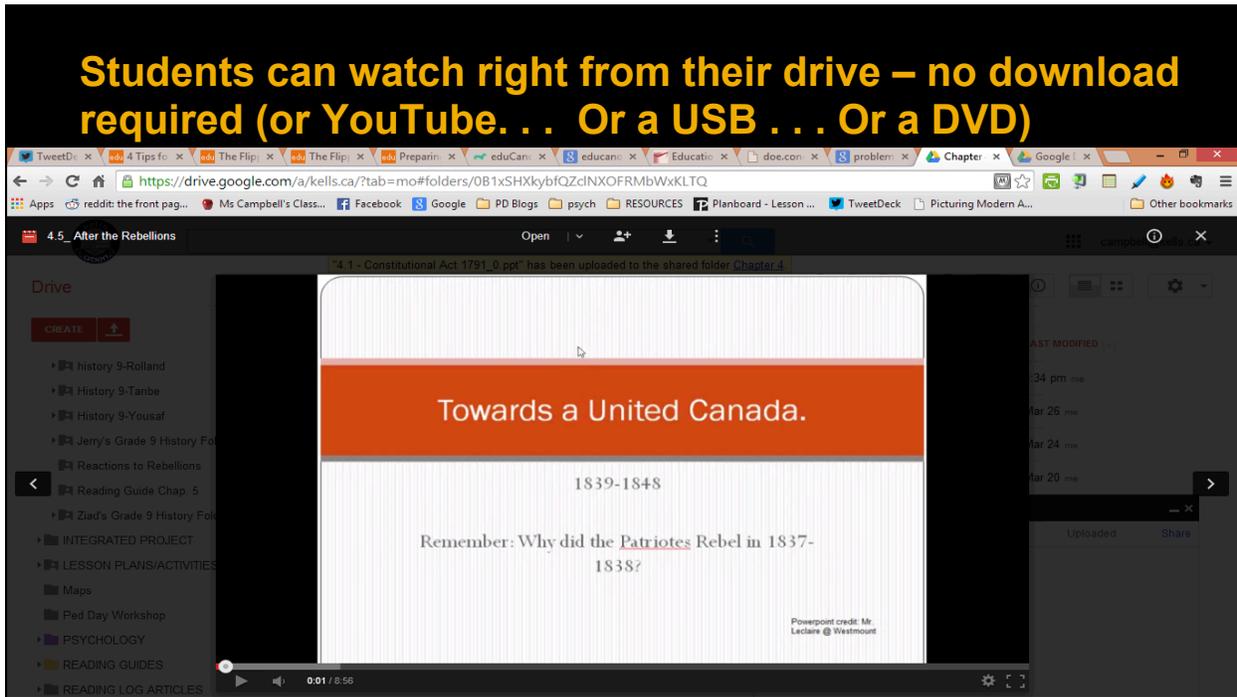
- Watch the Video
- Complete the notes package
- Complete the “Check Yo Self” form

Stay Organized!

■ All my video lectures are organized through the Google Drive and shared with students

My Drive > HISTORY 9 > History 9_Video Lectures > Chapter 4

TITLE	OWNER	LAST MODIFIED
4.5_ After the Rebellions Shared	me	Mar 26 me
4.4 The Rebellions of 1837-38 Shared	me	Mar 24 me
4.3 Problems in Lower Canada Shared	me	Mar 20 me
4.1 Liberalism and the Constitutional Act Shared history 9	me	Feb 18 me
4.2 Economy and Society in Lower Canada Shared history 9	me	Feb 18 me



The Resource teacher perspective

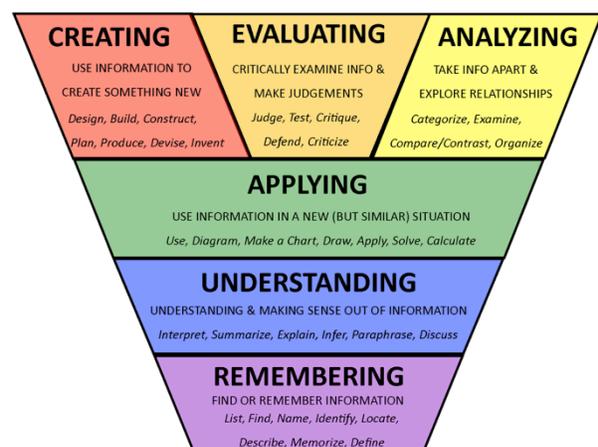
- Flipping reduced the impact of **student difficulties**:
 - reading comprehension
 - attention/focus in class
 - processing speed
 - language
 - memory

- Flipping was fostering multi-modal, structured, student-paced, student-directed learning!

How could we go further?

Incorporate more higher-level questions

- summarizing
- applying
- comparing
- evaluating
- analyzing
- synthesizing



Embed **strategy** instruction

Teach and **reinforce** strategies:

■ Reading Comprehension

- Study textbook formats
- Set a purpose
- Connect to prior knowledge
- Make predictions
- Annotate

■ Writing Strategies

■ Memory & Study Strategies

Active learning and metacognition

- Student self-evaluation of understanding
 - **Questioning**
 - “Do I get it?”
 - “What questions do I have?”
 - “Can I put this in my own words?”
 - “Where do I still need help?”
- Annotating notes
- “Exit forms”: **self-reflection**

After working with Rebecca . . .

- I started adding more interactive tasks throughout the video as well as higher level questions and tasks within their skeleton notes.
- The video would prompt them to pause and complete the question of task.

STOP VIDEO! On what point do these two documents agree?

- "Although there were no immediate results, Macdonald's policy eventually succeeded in protecting Canadian industries and in linking the west of Canada." *A Question of History*
- "It took some time before the beneficial effects of the National Policy began to be seen in the Canadian economy." *Panoramas*

Your Answer:

MAP OF THE
BRITISH PROVINCES
OF
NORTH AMERICA
© MIKLIAN ANTIQUARIAN MAPS

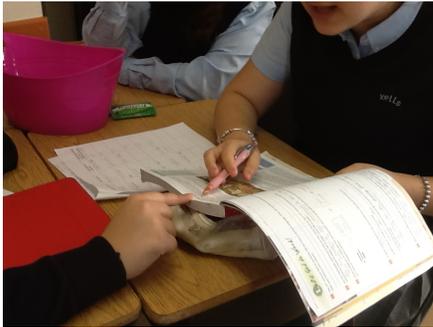
Example Video:

The Iroquois and the Algonquians.

Canada's First Peoples

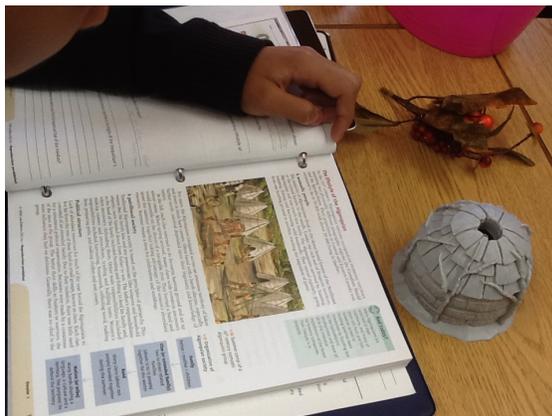
During the class, students:

- Do a partner or table share to compare their notes.
- Meanwhile, I am meeting with students who wanted to go over a section of their notes with me or whose forms raise a red flag.
- Sometimes this would lead to a “traditional” mini lecture for whole class clarification.



- Complete a quiz to formally assess their understanding of the video lecture.

During the following class, students:



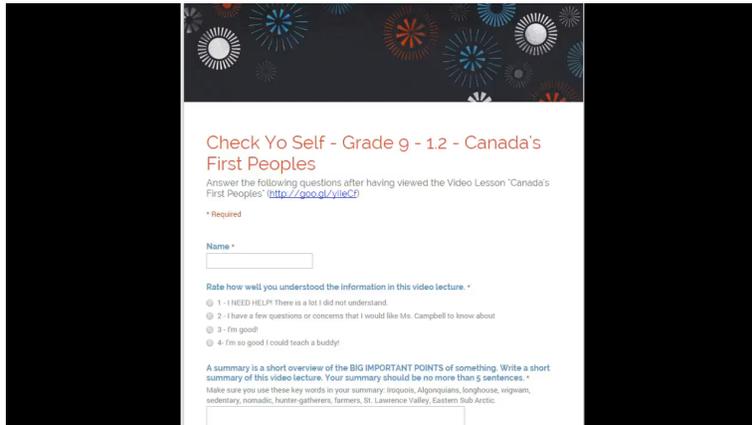
- Participate in some sort of activity to reinforce or extend their learning.

Here students were given 16 objects representing different elements of Native lifestyle. They were ask to:

- identify the item and its purpose
- identify and justify which linguistic group more likely it represents
- find evidence in their textbook to justify their hypothesis.

Finally:

- These [Google Forms](#) are designed for students to reflect on their learning.



What the form gives me

Timestamp	Username	Name:	Rate how well you understood the information in this video lecture.	Time to ask a question! What kind of question are you going to ask?	Write a short summary of this video lecture. Your summary should be no more than 5 sentences.	Please write your question here.
10/2/2014 14:05:26		Violet	1 - I NEED HELP! There is a lot I did not understand.	I think some I remember some stuff from last year	Ahhh idk miss help meh	
10/2/2014 14:05:36		Naomi	1 - I NEED HELP! There is a lot I did not understand.	I don't know a lot of this of things in this subject so it will take me time to learn it all.	In Rome there was a republic theta voted to the senate. The rich people called the patricians and the poor people called the plebeians.	
10/2/2014 14:05:51		Marc	3 - I'm good!	I understand :))	Before rome was a republic it was ran by rich patricians and that was not fair to the plebeians. Julius ceasar won the civil war and made himself dictator for life.	
10/2/2014 14:07:21		Molly	3 - I'm good!	I understood a lot of the video like reading while your riding it	It talk about the vocabulary the penicillin and the roman reublic Julius Ceasar	
10/2/2014 14:08:54		Kevin	2 - I have a few questions or concerns that I would like Ms. Campbell to know about	Nope	Before rome was a republic it was ruled by patricians. There is a now a dictator that really powerful and now there is a civil war. We're we live is an empire. There are also senates and plebians	
10/6/2014 19:27:41		Joudi	3 - I'm good!	a QUIZ question	I learnt ALOT of vocabulary words. Republic elected officials of the interest of people(wealthy and not the poor). Romans looked for a strong leader and found Julius ceasar he was a military hero, he was killed on the senate steps. Caesar Augustus was named romes first emperor. The republic was over.	When was Ceasar Augustus named romes first emperor ? - 278 C
10/6/2014 21:09:41		Diana	3 - I'm good!	a CLARIFICATION question	Most of that video explained how did Romans changed from republic to an empire. When Romans had republic and when they had a senate, things were not working out well enafe they had vary rich people who were called patricians or very poor people who were called plebians. And because of that civil war happened. They were looking for a good leader who will be capable of stoping civil war. Julius Caesar became that leader, he stopped civil war and called him self dictator for live. After that Romans became empire.	Julius Caesar stoped the civil war. Right ???

The Benefits for all learners

- Students control the pace of their learning
- Students have constant, year round access to their learning.
- Students never feel ashamed or frustrated by “not getting it the first time”
 - super helpful for ESL students and LD students
- It frees up class time for active learning and higher order activities.

Area of difficulty	Flipped-class approach
reading comprehension	<ul style="list-style-type: none"> ● video-based lessons ● reinforce vocabulary ● set a purpose for learning & highlight main ideas ● teach strategies for active reading ● more class discussions & guided activities
memory	<ul style="list-style-type: none"> ● multi-modal presentation of information ● provide context/framework for new information ● student can re-watch videos multiple times ● info can be chunked and broken down
anxiety	<ul style="list-style-type: none"> ● student can work in a low-stress environment ● structured homework assignments ● opportunities for 1-on-1 help from teacher
processing speed	<ul style="list-style-type: none"> ● student learns/works at own pace ● student can re-watch videos multiple times
attention & focus	<ul style="list-style-type: none"> ● student can work in their preferred setting ● headphones help reduce distractions ● students can easily pause and take a break ● videos & skeleton notes keep students on task
organization	<ul style="list-style-type: none"> ● set a purpose for learning & highlight main ideas ● videos & skeleton notes keep students on task
self-awareness	<ul style="list-style-type: none"> ● built-in opportunities to check understanding <ul style="list-style-type: none"> ○ questioning, summarizing ● teach strategies for self-monitoring ● promote student responsibility for own learning

The Flipped Class & students with LD

Even if I was home **alone** for six hours, **my tv** didnt work, **computer** was broken, **phone** wasnt charged and I lost the **charger**...

I **STILL** wouldn't do my **HOMEWORK.**

FriendsStatus.com



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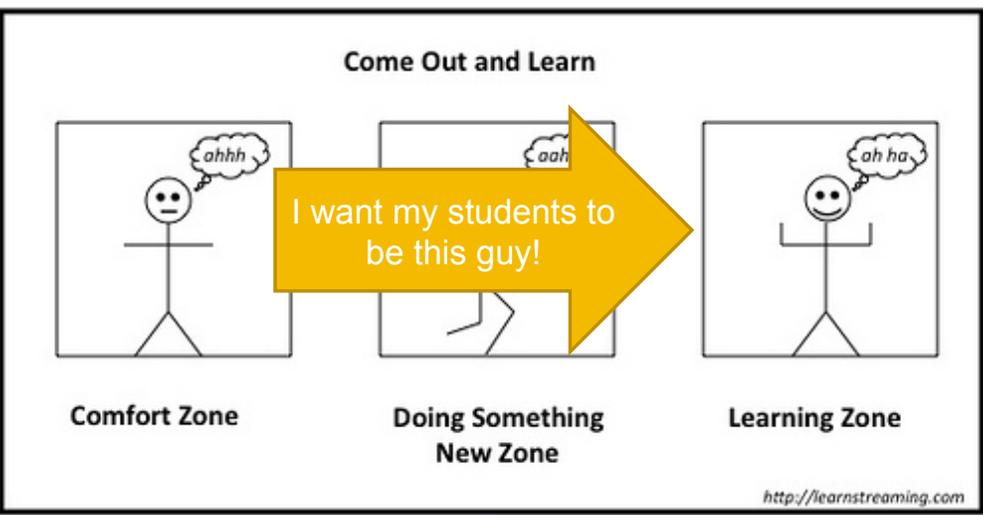
- Tech will sometimes.

nomework.

Is this a perfect system? Nope

Hey, Mr. Johnson

Come Out and Learn



I want my students to be this guy!

Comfort Zone

Doing Something New Zone

Learning Zone

<http://learnstreaming.com>

How do you start flipping?

What you need to get started

Some tips

- **Start slow** - flip a unit, a chapter, a single class.
- Start with something you are really **comfortable** with.
- Start by having students watch the videos in class while you circulate, clarifying previous info, working with small groups
 - You have to model how to watch the videos – discuss PAUSE and REWIND!
- Collaborate - find someone to make the videos with or utilize what's already out there

Some tips

- Do not worry about the video - they will get better with time.
- Keep the videos visual, concise. It is recommended that videos be **1-1 ½ minutes per grade level** in length.
- Have a **script** or at least jot down what you want to say in order so you don't babble.
- Embrace your **personality** (but a headset with a mic is recommended!)

What do you need to flip?

- Videos
- Skeleton notes / viewing guide
- Hosting site or blog
- Assessment
- Collaborators & a supportive school environment!

Videos

- Screencasting on PCs
 - Screencast-o-matic is my favorite
 - Free Version Tutorial: <http://goo.gl/PNYfHX>
 - Paid Version: <http://goo.gl/NeCfay>
 - Camtasia
 - Best if you are serious about editing videos!

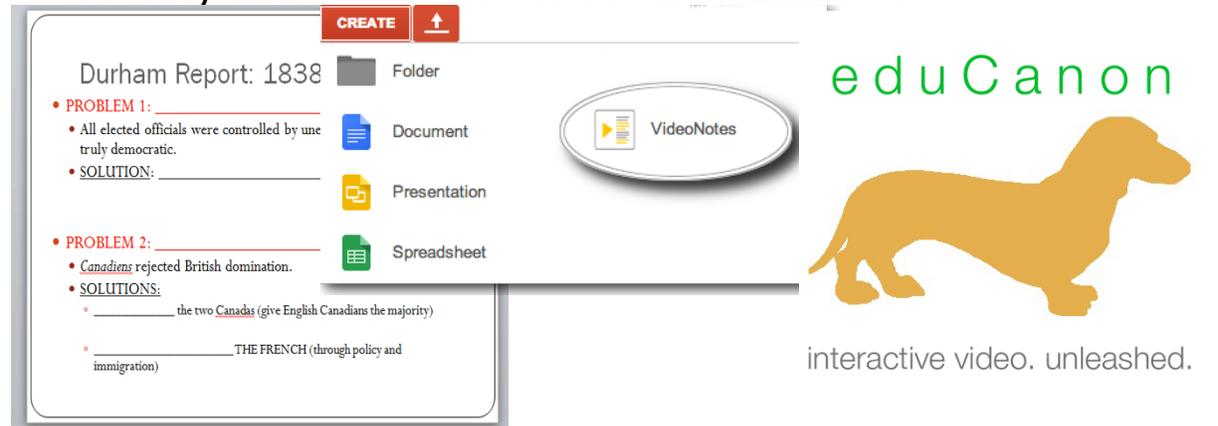
- Screencasting on iPads
 - ExplainEverything
 - EduCreations <- Free!
 - Docrer

Videos - Use what is already out there!



Active Viewing - The Skeleton Notes or Viewing Guides

Students should be actively engaging with the material as they watch – **no PASSIVE VIEWERS**



The screenshot shows the eduCanon interface. On the left, a video player displays a document titled "Durham Report: 1838" with interactive notes. The notes include:

- PROBLEM 1:**
 - All elected officials were controlled by une truly democratic.
 - SOLUTION:** _____
- PROBLEM 2:**
 - Canadiens* rejected British domination.
 - SOLUTIONS:**
 - _____ the two *Canadas* (give English Canadians the majority)
 - _____ THE FRENCH (through policy and immigration)

On the right, the eduCanon logo is displayed above a silhouette of a dachshund. Below the logo, the text reads "interactive video. unleashed." The interface also features a "CREATE" button and an upload icon at the top, and a "VideoNotes" icon in the center.

A hosting site

- Google Drive
- Screencast-0-matic website
- YouTube
- Educanon / Edupuzzle
- Blogs
- DVDs
- USBs

Collaborators and Names to Check Out

- Google it!
- flippedlearning.org (Aaron Sams and Jon Bergmann)
- Crystal Kirch (Math)
- Tom Driscoll (Social Studies)
- HipHughes (Social Studies)
- Thomasson Morris (ELA)

Samples from other Subject Areas

- [Tree Diagrams](#) - Math – Mike Chung – used Educreations app on his ipad.
- [Making a Puppet](#) – Art – Thomasson Morris – digital camera and editing software.
- [Introducing Quotes](#) – ELA- Catlin Tucker – MAC
- [Close Reading of Great Gatsby](#) – ELA - Thomasson Morris –
- [Observations and Inferences](#) – Science – Teacher's Pet (YouTube)
- [Grammaire: L'Impératif](#) - French - La Machine à Ecrire (YouTube)

Class time is about **ACTIVE** students

Students use the class time:

- practicing skills,
- clarifying misunderstandings
- discussing
- collaborating
- communicating

The point, for me, was no longer having a **PASSIVE** learning environment where students spend the most of their time “consuming” knowledge.

QUESTIONS?

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Thank you!