Choices, choices, choices: Creating videos for the flipped language classroom

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“The flipped or inverted classroom is a course design model in which information transfer takes place outside the class meetings and assimilation of info takes place inside the class meeting” (Robert Talbert, Oct. 2013 webinar).

“In a typical flipped classroom, students listen to pre-recorded video lectures before class and perform other learning activities in class. In this flipped structure, students are exposed to material before class via videos and readings, and they attain deeper knowledge in class via activities” (Center for 21st Century Universities, Georgia Tech).
Some reported virtues of flipping

- Student-centered: students learn at their own pace
- Teachers play role of “guide by the side”, not “sage on the stage” (King, 1993)
- ‘Lecture time’ freed up for interactive, project-oriented activities
- Interaction time increase: “teacher to student and student to student...We [teachers] are answering questions, working with small groups, and guiding the learning of each student individually” (Bergmann & Sams, 2012)
- Flipped Learning Network’s “Four Pillars of Flipped Learning”:
  - Flexible Environment
  - Learning Culture
  - Intentional Content
  - Professional Educator
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“In the flipped classroom, the teacher moves lower levels of [Bloom’s] taxonomy to outside of the group learning space, where students can then work on mastering concepts on their own time and place” (Hamdan et al., 2013)
Some reported virtues of flipping

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

“TRADITIONAL”

AT HOME

IN-CLASS

FLIPPED

AT HOME

IN-CLASS
Where do these happen in your language classes?
Borrowing Bloom’s Taxonomy

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation
A “taxonomic approach”: *Choices to be made in creating video for the flipped (or not!) FL classroom*
A “taxonomic approach”: Choices to be made in creating video for the flipped (or not) FL classroom

Choice(s) #6: Recording/Selecting, Editing, Publishing
A “taxonomic approach”: Choices to be made in creating video for the flipped (or not) FL classroom

Choice(s) #6: Recording/Selecting, Editing, Publishing

Choice #5: Create or Appropriate?
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Choice #1
A “taxonomic approach”: **Choices to be made in creating video for the flipped (or not) FL classroom**

- **Choice(s) #6**: Recording/Selecting, Editing, Publishing
- **Choice #5**: Create or Appropriate?
- **Choice #4**: Integrating with curriculum
- **Choice #3**: Selecting models, ideas
- **Choice #2**: To use video or not? To flip the classroom or not?
- **Choice #1**
Create a new video

Appropriate an existing video
# Creating a New Video

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Challenges</th>
</tr>
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<tbody>
<tr>
<td>Flexibility</td>
<td>Time-consuming</td>
</tr>
<tr>
<td>Customization</td>
<td>Requires some technical skills and hardware/software</td>
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<tr>
<td></td>
<td>Video hosting</td>
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## Appropriating an Existing Video

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<th>Challenges</th>
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<tr>
<td>Easy to integrate</td>
<td>Editing limitations/restrictions</td>
</tr>
<tr>
<td>Less time-consuming</td>
<td>Copyright issues</td>
</tr>
<tr>
<td>Does not require video recording/editing skills</td>
<td>Unnecessary/unsuitable content</td>
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Choice(s) #6: Recording/Selecting, Editing, Publishing

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Choice #2: To use video or not? To flip the classroom or not?

Choice #1
Option 1: Creating a New Video

Recording → Editing → Publishing
Step 1: Recording a Video

Choices to be made:

- Type: video-recording, screencast, narrated PPT
- Equipment: camcorder, flip camera, webcam, or lecture capture system; tripod; microphone; lights;
- Software for screencasting:
  - commercial: Camtasia, QuickTime, iShowU
  - free: CamStudio, Screencast-O-Matic, Screenr
Step 1: Recording a Video (cont.)

Choices to be made:

- location (e.g., room, lighting, background)
- shoot selection (e.g., close-up, medium, demonstration shoot)
- video length
- number of videos
- scripted or impromptu
Step 2: Editing a Video

Choices to be made:

- video editing software (iMovie, MovieMaker, Camtasia, Final Cut Pro, Adobe Premiere)
- structure, organization, and subtitles
- video format (e.g., flv, mov, m4v)
- video length (5-minute clips vs. long lectures)
- video transcoder (e.g., HandBrake)
Step 3: Publishing a Video

Choices to be made:

• **Hosting:**
  - YouTube
  - class LMS (e.g., Moodle, Canvas, Sakai)
  - Kaltura
  - CMS (e.g., WordPress)
  - CLEAR Video Dropbox, Viewpoint, Mashups: [http://clear.msu.edu/clear/ria.php](http://clear.msu.edu/clear/ria.php)

• **Accessibility:**
  - public or restricted
Creating a New Video: Summary

1. Select and test AV equipment
2. Prepare a script (if not impromptu)
3. Record/re-record video and audio
4. Transfer video to editing software
5. Edit the video and audio
6. Publish the video online
Option 2: Appropriating an Existing Video

- Choosing a video
- Editing
- Publishing
Step 1: Choosing an Existing Video

Choices to be made:

• video source:
  • YouTube
  • TED talks
  • Khan Academy
  • CARLA Audio-Video archive: http://www.carla.umn.edu/lctl/vava/index.html
  • BLC library of foreign language film clips: http://blcvideoclips.berkeley.edu/

• video length and number of videos
Step 2: Editing an Existing Video

Editing YouTube videos:

- Editing a YouTube video: http://www.tubechop.com/
- A TED Ed tool for adding resources to YouTube videos: http://ed.ted.com/

Editing existing videos on your computer:

- video editing software + transcoder
Step 3: (Re)Publishing an Existing Video

Choices to be made:

- Original or new hosting:
  - YouTube
  - class LMS
  - Kaltura
  - CMS (e.g., WordPress)
  - CLEAR Viewpoint, Mashups

- Accessibility:
  - public
  - restricted
A “taxonomic approach”: Choices in creating video for the flipped (or not) FL classroom

Choice #1

Choice #2: To use video or not? To flip the classroom or not?

Choice #3: Selecting models, ideas

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Principles & Practices for integrating video into the flipped language curriculum: Sample lesson structure

- Robert Talbert, Associate Professor, Math, Grand Valley State University

1. Guided practice at home to assimilate material
   Built around “basic” learning objectives, based on Bloom’s Taxonomy lower-order skills. Combines reading with watching short (YouTube) videos. Exercises completed and turned in using Google Forms.

2. Quiz at beginning of class to check on completion of reading/viewing
   Entrance quizzes tied directly to learning objectives

3. In-class group problems or activities
   “Higher-order” thinking skills practiced, more difficult tasks, for the purpose of “assimilation” of knowledge.

4. Online homework and extended tasks
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Principles & Practices for integrating video into the flipped language curriculum: Basic considerations

• What are the learning objectives?

• What role does video have in reaching these?

  “Learning from videos just represent one mode of learning among many; some teachers choose to offer several or alternate resources” (Ash, 2012)

• Building around, from, and to the video

  Ramsey Musallam (HS chem teacher): Video only after hands-on, guided inquiry period and assignment of task, allocation of materials etc.

• Interacting with the video
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Learning from others: Models, ideas, precedents

Applied linguistics and technology-related journals reviewed:

• CALICO
• Computer Assisted Language Learning
• Language Learning
• Language Learning & Technology
• Modern Language Journal
• ReCALL
• Studies in Second Language Acquisition
• System
• TESOL Journal
• TESOL Quarterly

# of articles on “flipped” language classes: 0
Learning from others: Models, ideas, precedents

Studies in other education-related fields (sampling)

Learning from others: Models, ideas, precedents

Key publications, online forums, blogs, other sources on “flipped classrooms”

• Bergmann, Jonathan, and Aaron Sams. 2012. *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Eugene, Or.; Alexandria, Va.: International Society for Technology in Education; ASCD.
• flippedlearning.org/ The Flipped Learning Network (Ning social network)
• thedailyriff.com/ - Education blog
• educatorstechnology.com - Ed Tech blog
• edutopia.org - George Lucas Educational Foundation
• insidehighered.com
• chronicle.com
• educause.edu
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Choice #2: To flip the classroom or not?
Choice #1
To flip or not? Some reported virtues…

- Differentiated and just-in-time learning and teaching practices (Beth Fouts, *today 😊*)
- Student-centered: students learn at their own pace
- Teachers play role of “guide by the side”, not “sage on the stage” (King, 1993)
- ‘Lecture time’ freed up for interactive, project-oriented activities
- Interaction time increase
  
  “teacher to student and student to student...We [teachers] are answering questions, working with small groups, and guiding the learning of each student individually” (Bergmann & Sams, 2012)

- Flipped Learning Network’s “Four Pillars of Flipped Learning”:
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To flip or not? Some challenges...

• Lack of uniform availability of, access to technological resources

• Greater negative consequences in-class if students don’t do HW?

• Multiplying the work of the teacher?
  
  T must prepare many, varied resources, using multiple skills—and face new dangers if they lack them

• Repeating the ills of lecture-driven instruction?
  
  “…what you're looking at is simply a time-shifting tool that is grounded in the same didactic, lecture-based philosophy. It's really a better version of a bad thing” (Ramsey Musallam, quoted in Ash 2012); Bogost: “The lecture is alive and well. It’s just been turned into a sitcom.”

• Are teachers abnegating their basic responsibilities?

• Flipping as “Pre-MOOC-ification”. Can teachers assume their basic responsibilities?

  Flipped learning “requires standardizing the learning experience and will further the privatization of education & elimination of teachers” (Gary Stager, 2012 radio debate with Aaron Sams)
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Choice #1: Far-reaching consequences of flipping: Changing classes, changing students, changing thinking, changing…?
“Not flipping, but condensing, abstracting the classroom”

“Not flipping, but condensing, abstracting the classroom”


“As ed-tech learning practices become commonplace, we would do well to remember that technology does not improve some underlying, pure nature of their subject. Rather, it changes those things, transforming them into something new, something different. The telephone doesn't improve communication; it alters it. Facebook doesn't improve socialization; it alters it.”
Your thoughts?

Choice #1: Far-reaching consequences of flipping: Changing classes, changing students, changing thinking, changing...?

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