

ADOPTED BLENDED LEARNING

MOUMI SARKAR



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**Let's Know
each other...**



Tell us something about yourself...

- Name
- Where do you come from?
- What age/subject do you teach?
- What made you want to sign up for this course?

Cultural Presentations !





**Your general idea about the
Adopted Blended Learning
model...**

A decorative element on the left side of the slide consisting of two vertical bars. The leftmost bar is a thin, light blue-to-teal gradient. The second bar is a wider, darker teal-to-green gradient.

A quick recap...

Today we will learn about...

1. Digital taxonomy
2. Flipped classroom approach
3. What to consider before applying this approach in classroom?

Digital TAXONOMY

Activities with Digital Tools



Higher Order Thinking Skills

Lower Order Thinking Skills

The primary goal of these digital pedagogies is to use digital tools as educational tools to facilitate learning and provide opportunities to students to take charge of their learning process.



Why to Flip?

- **Your students learn at different rates**
- **While you're up there lecturing students are not 100% paying attention so they are missing important info.**
- **Students don't do their homework**
- **You spend many hours re-explaining to students who didn't "get it" in class.**

What is Flipped learning Approach? (Your views)

TRADITIONAL



Lecture



**Homework
Activities**

FLIPPED



Lecture



**Classroom
Activities**

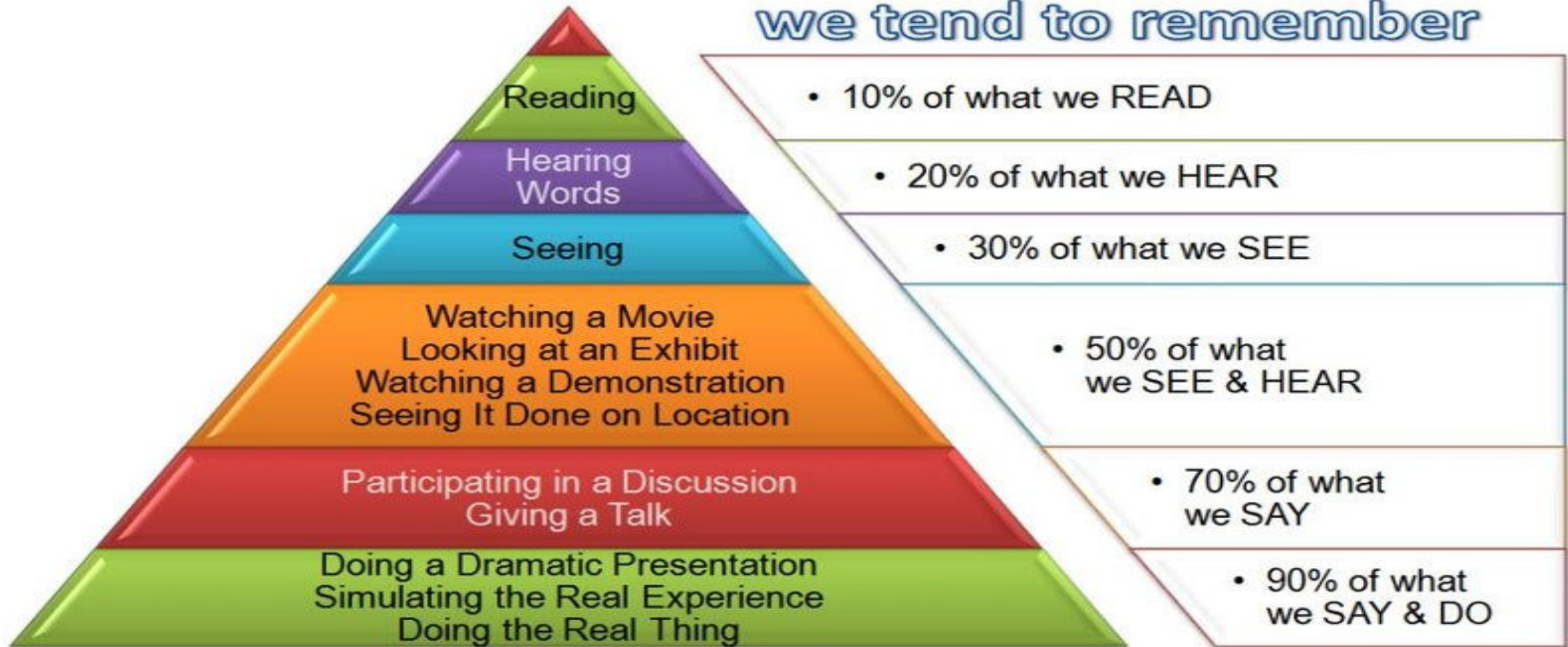
WHAT HAPPENS IN FLIPPED CLASSROOM?

- The flipped classroom is a teaching strategy that allows instructors to more actively engage with students in the classroom.
- In the flipped classroom, instructors typically assign recorded video lectures as homework, and use class time for active learning exercises and direct engagement with students



Edgar Dale Cone

After 2 weeks,
we tend to remember

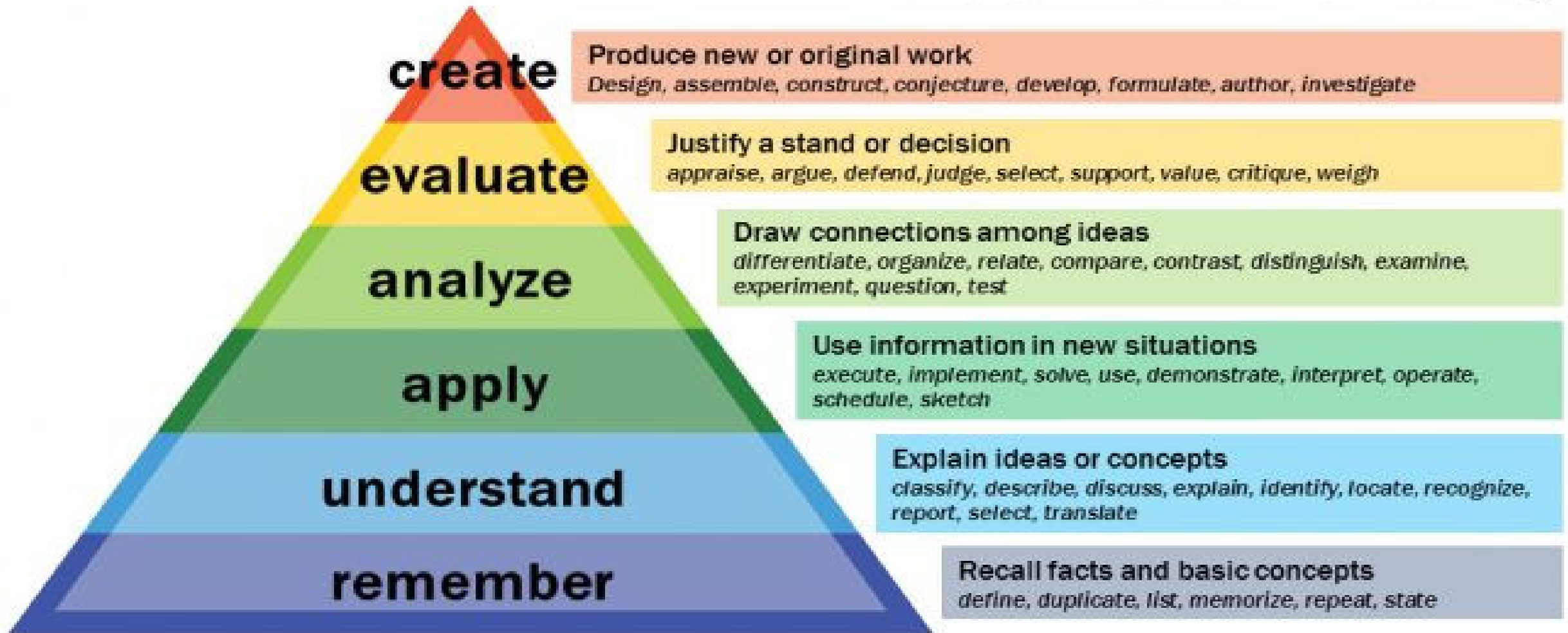


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Pedagogical logic

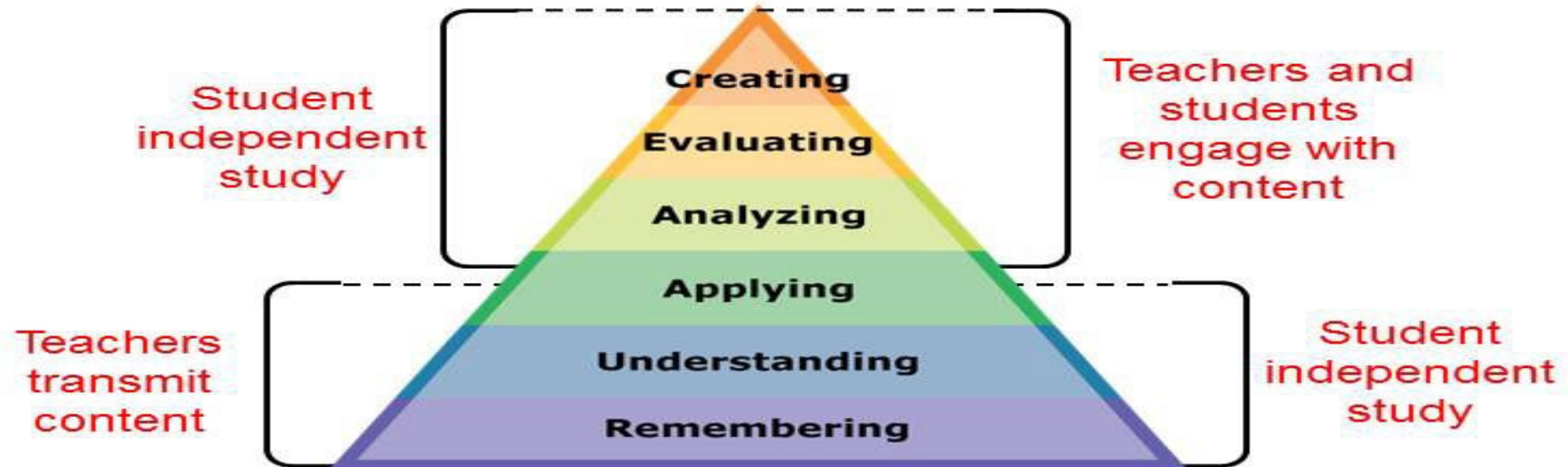
Bloom's Taxonomy

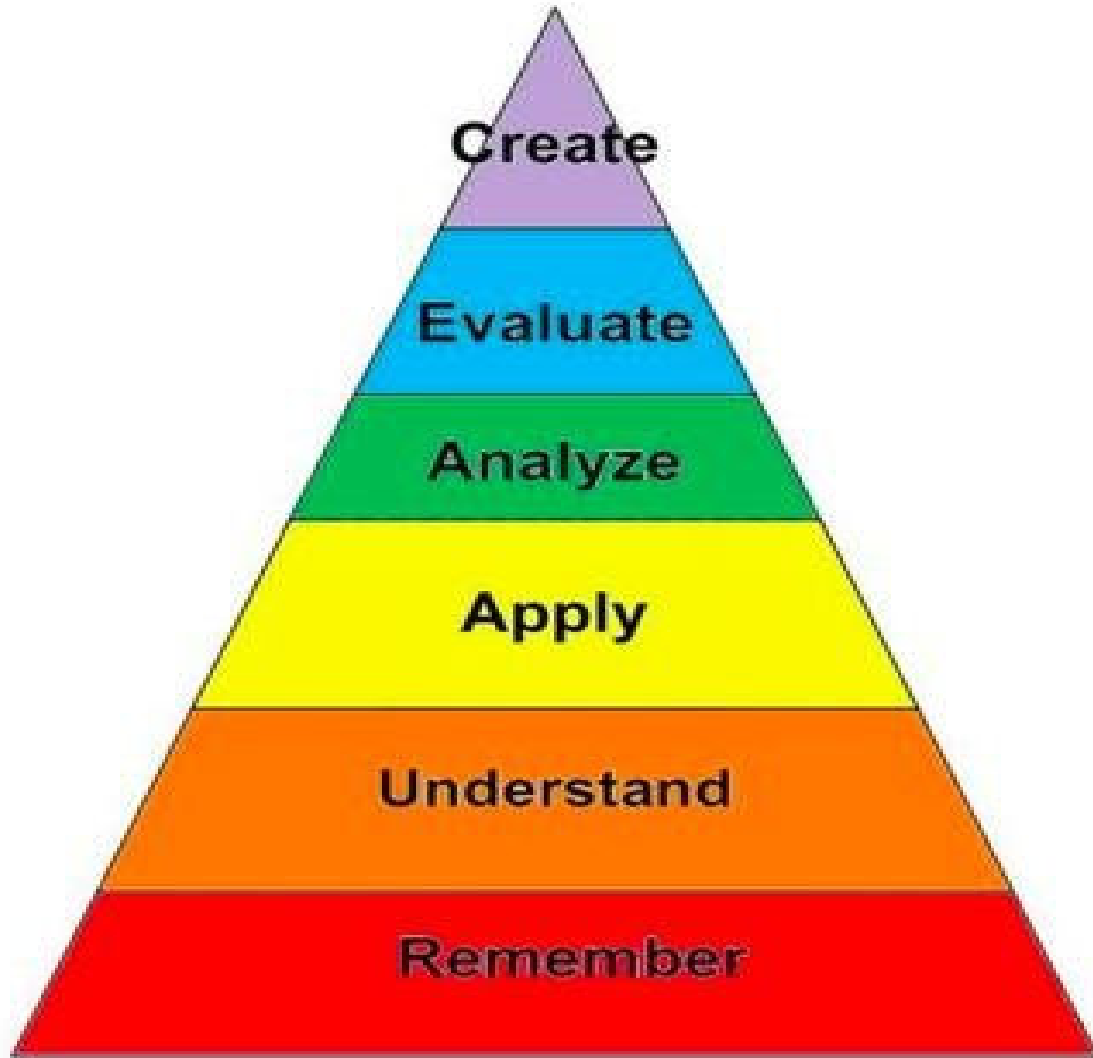


What is the relationship?

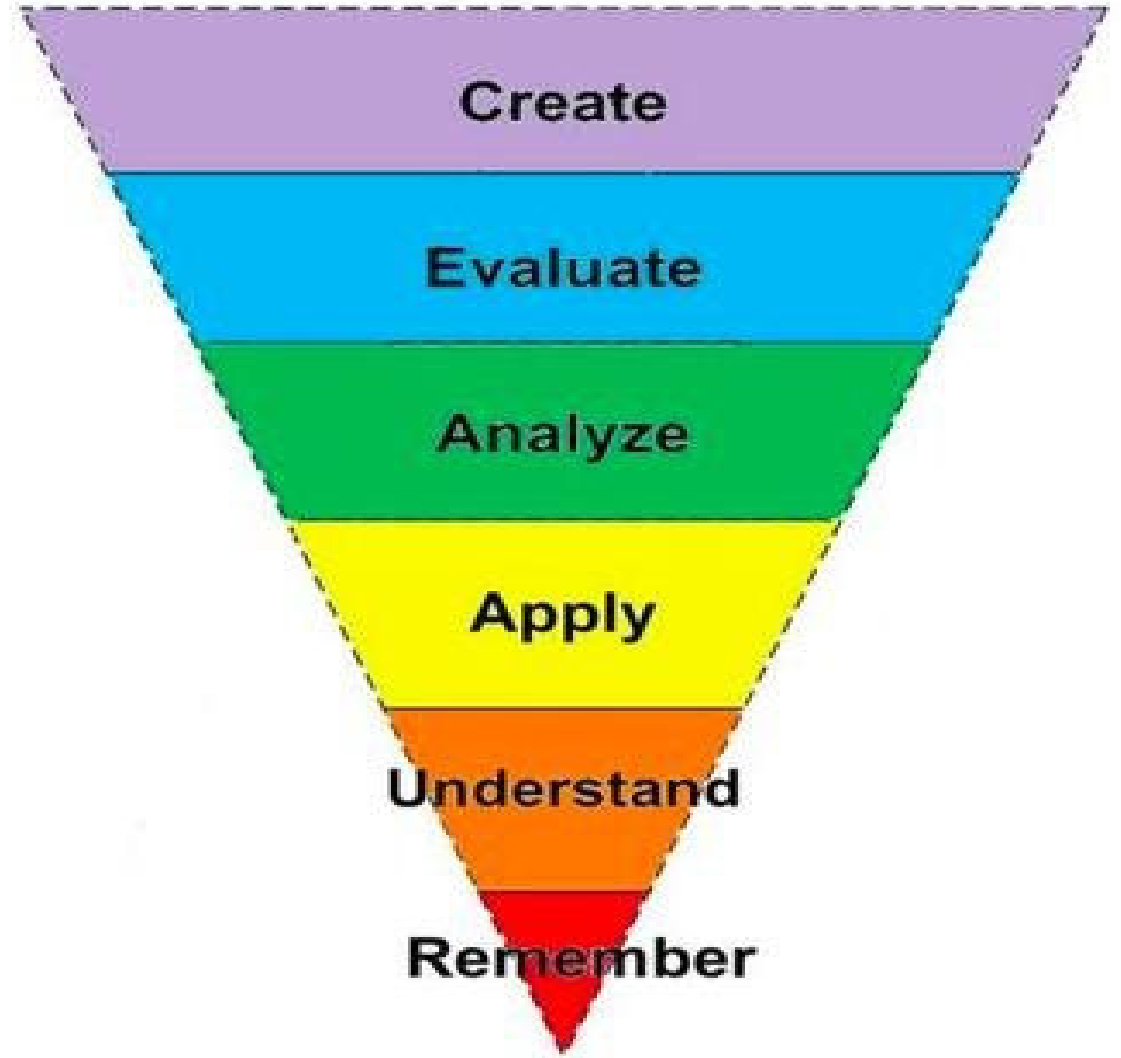
Traditional classroom

Flipped classroom





TRADITIONAL CLASSROOM

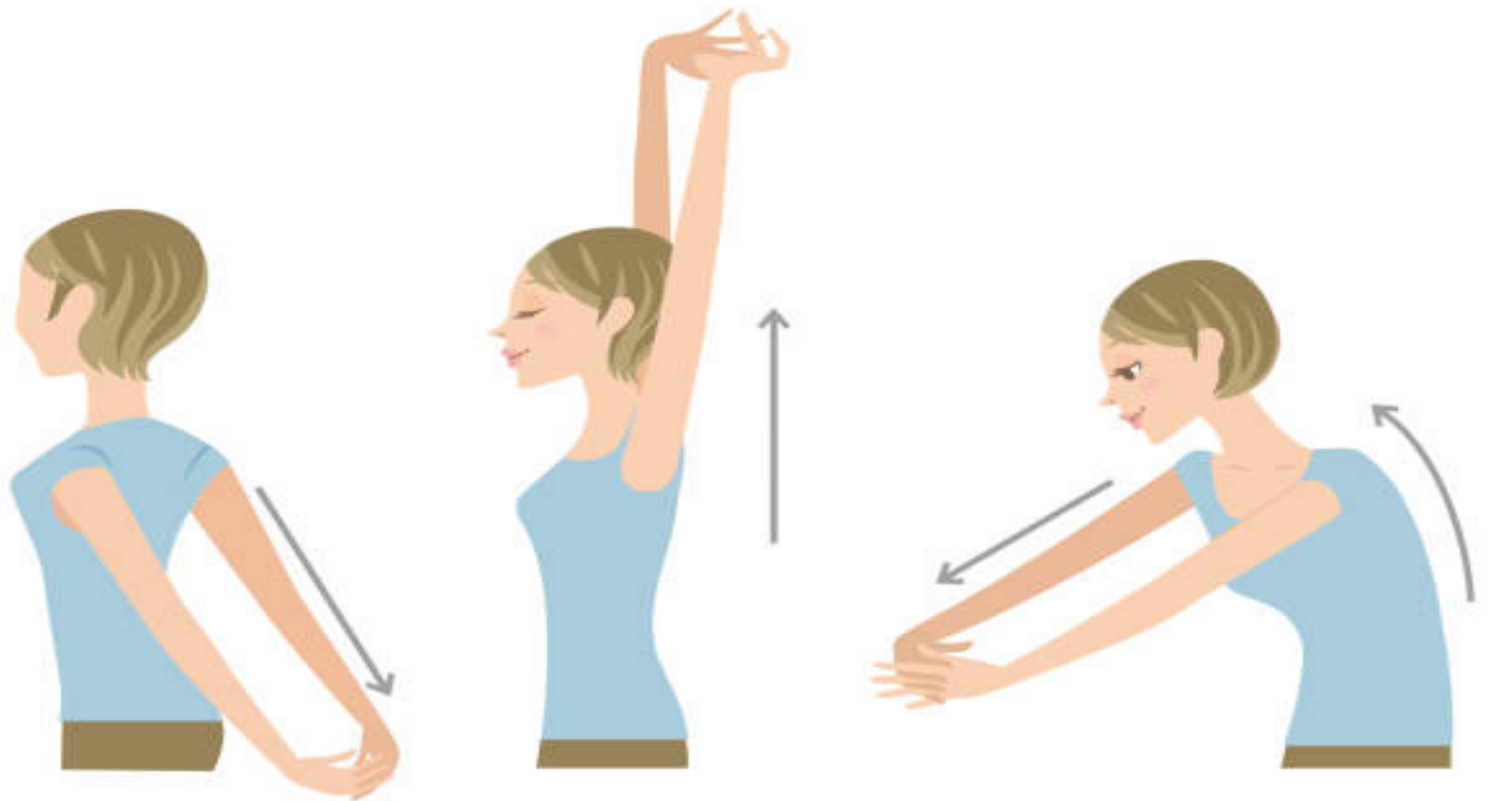


FLIPPED CLASSROOM

How does it work in an actual classroom? Let's have a look...

- <https://youtu.be/2H4RkudFzlc>

Tea break...



How to use Technology in flipped classroom model?

- Make your own videos (with or without you actually appearing in them) and give students the links.
 - a) Use a video camera, cell phone, I-pad etc., or use a laptop or a tablet PC with Camtasia or Snag-it (screen recorders) and post on You-tube, your faculty page, screencast.com – then email or post the links for students
 - b) Put your voice over a PowerPoint
 - c) Find someone else's videos.

It's not just about the video!

- **Premade tutorials and programs (e.g. Khan Academy)**
- **Interactive web sites**
- **Primary source images or documents**
- **Simulations and animations**
- **Slide-shares**
- **Hyper-linked images**
- **Web-quests**
- **Forms, polls, questionnaires**

WHAT DO MY STUDENTS GET OUT OF A FLIP VIDEO?

- They can rewind, pause, or stop you.
- They can ask you targeted questions one-to-one in class (instead of suffering through you answering questions in class from students that are totally lost).
- They take ownership over their learning by watching and taking notes on the videos and then coming to class and working.
- They like videos
- They get real time support on the homework or activity
- They can review the videos as needed (some bring their cell phones or I-pads to class to review a video or talk about it with other students)

WHAT DO I GET OUT OF THE FLIP?

You get more class time to do the kinds of things you never had time for before:

- **Having groups or individuals report out on the results of the activity**
- **Running clicker questions**
- **Calling attention to an issue and having students actually understand what you are talking about**
- **Helping students in class and assessing them on the spot**
- **You record your lecture (presentation) once instead of repeating it over and over for the next 20 years.**
- **Students do more work than you.**
- **You get involved with technology that is here to stay and you might as well get on board.**



PART 1

Identifying where the flipped classroom model makes the most sense in your classroom:



Reflection:

PART 1 – Classroom set up

- In which class sessions do you currently have an in-class activity that you rarely have time to complete during class and requires the students to apply their knowledge and skills?
- What concepts or topics do students struggle the most to understand, based on exam scores and assignment grades?



PART 2

Clarifying connections between inside and outside of class learning:

Reflection:

PART 2: CLARIFYING CONNECTIONS

- What do I want my students to know and be able to do as result of completing this sequence of the course? How does it fit into the bigger picture of the unit and course?
- What part of the current "homework assignment" could be moved inside of class to help students practice applying the content? What in-class learning activity is being rushed because there is currently not enough time to do it well?
- What content do students need to know before class to successfully engage in the learning activity during class?

Today's summary:

Reflect on the following:

- What's something you've learned today?
- How can you apply it to your classroom?
- Summarize today in one word.