

BLEND IT FLIP IT MIX IT WELL

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LESSON PLAN FORMAT

1. BACKGROUND AND RATIONALE:

There is a wealth of information and instruction on the internet in the form of videos that teachers can take advantage of to supplement their lesson goals. But if you assign a video how do you know if your students comprehend what they were supposed to learn? Educanon was developed by teachers for other educators to have tools to gauge if their students were watching, and understanding the videos assigned. It allows teachers to create “bulbs” from content on youtube or vimeo, these bulbs contain questions that pause the video that students must answer to continue watching. Teachers are able to then see which questions or topics they may have to revisit in person with students to increase comprehension.

Eduanon works well with flipped and blended classes in the classroom and library. It can be used to introduce new concepts prior to a lesson (such as how to search a database prior to a one-shot classroom instruction), to review a concept post lesson (again database searching), provide additional information for students (for example Amy Cuddy’s TED talk feeling powerful for students who have to give presentations) and to offer video tutorials when face-to-face teacher or librarian help may not be available (late night, last minute database searching). With sensitive topics in class the lesson can be run individually and allows students to not have to feel embarrassed in front of classmates. One article I read suggested using it to introduce new topics prior to a meeting with coworkers to everyone is on the same page before the meeting.

Technology is a new coat of paint and can't mask structural problems with instruction. With that in mind this lesson also covers how to ask engaging questions and reminders that videos need to pertain to students. Creating boring video lessons with boring questions that only ask “Do you understand the topic? Y/N” do not offer any advantages to students sitting in class being asked the same questions. This lesson will help demonstrate the concept of the blended collaborative learning that can be used with this technology. Students will work as a class with the teacher to understand how to Eduanon works and then split up into groups to use the program to create their own lesson.

With the incorporation of new programs attention must also be given to Terms of Service (TOS) and Privacy concerns especially when applicable to minors and students. Students and teachers must give their name and email address to use the service. That information is only shared with companies that help Eduanon run (such as server providers) but neither Eduanon or third party vendors can share or sell that information. The site also uses cookies to collect clicks and understand how users use the site. In the TOS they do instruct you how to turn cookies off.

2. GOAL:

To have participants understand how video can be used effectively in blended or flipped classrooms.

3. LEARNING OUTCOMES:

Participants will be able to create engaging questions.

Participants will be able to incorporate video into lesson planning.

Participants will gain familiarity with a new platform.

4. ACTION PLAN:

a) *What materials are needed to teach your lesson?*

Materials Needed:

- Computers (class will break into smaller groups of 2-3 people. Depending on how many people are in the class will determine the quantity of computers needed)
- Login for Educanon
- Videos and handout for each group (see below)
- Whiteboard and markers OR Paper and Markers to write questions down
- Presentation

b) *Introduction:*

Introduction (slide #1) - Today we are going to learn about integrating videos effectively for flipped and blended classrooms. There are new programs that help remove the disconnect that can happen between teachers and learners.

- Questions for slide: Does anyone know what blended and flipped classes are? (state it is okay if they don't.)

Define Blended and Flipped learning (Slide #2) - These two concepts rely on videos and technology. They both but especially in the Flipped Classroom you are not with your student to make sure the videos are being watched and students are grasping the concepts.

- Questions for slide: Has anyone ever used a video to learn how to do something? Did it help?

Problems (slide #3) - Conversely has anyone ever “watched” a video and read an email at the same time only later realized that the video stopped and you missed most of it? As educators how do you know if your students are watching and comprehending the topics covered? Can you just ask “Did everyone understand the video?”

New Technology (slide#4) - Luckily there are programs that can help answer these questions.

Comment Bubble - Allows Teachers to play their flipped lecture content through a Comment Bubble page to get a look at how students are engaging with a course lecture video. Asking kids to click when things are unclear or when they strongly disagree will help boost engagement and keep students feeling like active participants in the learning experience. It was build more for analytics then a deeper understanding of student comprehension

Zaption and Educanon allow teachers to add interactivity to streaming videos from around the Web from YouTube, Khan Academy, TeacherTube, Vimeo, or your own. With these tools, teachers can crop videos, embed text or questions in the video with a simple process. Assessment options include multiple choice, open response, numerical response, check boxes, a drawing response.

Let's see it in action:

Video from Educanon about flipped classrooms.

Eduanon offers more features in their free version. With Zapit you can only use one video from YouTube. Eduanon offers unlimited videos and can link to an LMS system. With the free version you cannot ask free form writing questions. Both cost \$89/year for the premium version.

These programs are helpful to introduce new skills, reinforce skills after a lesson, provide supplementary learning, and to offer videos that help students when not in class.

Technology Is a New Coat of Paint (slide #5) - Technology is just a new coat of paint on the wall if you aren't building the structure properly paint isn't going to keep the house from falling down. The same principles apply when lesson planning. Sometimes it is easy to find an amazing video and think I can work it into the lesson plan, only to make planning twice as hard for yourself trying to fit things in with the video. Don't let the technology dictate the lesson plan. Make sure that you are considering your learners needs and abilities. If you are bored by the video, other people probably are too.

c) *Mini lesson:*

One of the important tips with using these programs is to ask good questions to gauge what your students are mastering or might need help with.

How to ask good questions (slide #6) -

- Don't forget what your learning goals are. If your lesson is on science, asking about the speaker's tone won't be helpful.
- What do you want to know at that point in the video?
- Don't always ask 'yes' or 'no' questions
- Scaffold the questions if possible so students can build on previous knowledge
- Don't overload with questions.

Now we are going to watch a video and practice coming up with questions. You picked this video so your students understand how to introduce themselves properly at event coming up. As you are watching think about a question or two to gauge your student's understanding.

Watch video <https://www.youtube.com/watch?v=h3eXAD88SVo>

After video write questions down.

Now that we have the questions let's see how it works with Educanon

- Show logging in
- Show dashboard
- Create Video Bulb
- Input questions

d) Practice:

Group time (slide #7) - Split class into groups of 3 and have them go to computers that are set up. Have them watch video once, discuss questions for video, add questions to video.

e) Conclusion/Sharing/Reflection: a review of what has been learned, and how to extend the learning from this lesson. Possible ways to share and reflect:

Have groups share videos and questions they came up with.

Thanks and Don't Forget (slide #8) - You control the lesson not the video. Don't overwhelm with too many questions. And this last tip I read in an article about incorporating videos, Give your students a couple of days to watch the video. Remember they have other classes activities, family obligations and may not be able to get it done in just one day.

f) Assessment: engage with students in a way that allows you to ascertain whether/how/what they have learned.

See conclusion.

Links for group time:

- Google Flu from PBS' Human Face of Big Data:
<https://www.youtube.com/watch?v=lEDt89eQ64o>
- Boolean search video from Douglas Library:
<https://www.youtube.com/watch?v=4qKDQKJcp-s>
- The Roosevelts Theodore Roosevelt's Personality
<https://www.youtube.com/watch?v=iJJTxu-SyT8>
- Hypocrisy: All They Want is Your Money
<https://www.youtube.com/watch?v=yowHM6nqu60>

You are planning a class about how Internet companies are gathering data on how we search. You want the students to understand how Google uses searches to predict flu outbreaks and think about what their searches may reveal about them.

Questions/Definitions/Pauses you would add for students:

You are planning a class about searching and you want students to watch a video about Boolean Searching beforehand. Your lesson goal is for them to understand how searching works before coming to class so you can help them with their searches in class.

You are planning around the election this year and want your students to understand the personalities of past presidents.

Questions/Definitions/Pauses you would add for students:

You have a class around media awareness. This lesson is focused on advertising and you want your students to understand that marketing may not be as “good intentioned” as it seems.

Questions/Definitions/Pauses you would add for students: