

## Flipping Your Classroom in One “Take”

When a teacher flips his classroom, he creates video lectures that students watch as homework. This frees up time in the classroom for students to work collaboratively on activities. This month, we continue to explore the flipped classroom by looking at the FIZZ approach (see “On the web”) by Lodge McCammon, a specialist in curriculum and contemporary media at North Carolina State University’s Friday Institute for Educational Innovation.

In pilot implementations of the FIZZ approach, McCammon has seen increases in student success and engagement, parent involvement, administrative support, and teacher job satisfaction. In a survey of more than 500 teachers, the website Classroom Window (see “On the web”) found that nearly 90% of respondents who had tried flipping their classroom reported improved job satisfaction; nearly 70% reported increases in student standardized test scores; and 80% reported improved student attitudes.

McCammon advocates for flipping the classroom for a variety of reasons:

- ◆ It is efficient. Lecture content can often be transmitted more effectively in a video than in a live lecture. McCammon consistently finds that a 60 minute in-class lecture can be effectively delivered in as little as 10 minutes via video.
- ◆ It improves the life of each teacher. Flipping allows the teacher to cover the material once on video instead of repeating content class after class, day after day, and year after year.
- ◆ It strengthens relationships. First, students are able to “take their teacher home” as they watch videos. Second, more class time is freed up to increase teacher-student interactions. Third, when students watch videos at home, parents often get a peek into what is happening in the class. Fourth, administrators can watch the videos, establishing trust and accountability.
- ◆ It improves the quality of teaching. By recording content and reflecting on the video, each teacher becomes better at communicating content to students.
- ◆ Flipping the classroom opens up more class time for student collaboration.
- ◆ Flipping the classroom provides the time and structure needed to differentiate instruction.

- ◆ It allows a blended (online and face-to-face) and self-paced instruction more aligned to how this generation of students learns.

“Bottom line, sitting in a classroom with 30 other students listening to a lecture is inefficient, ineffective, and, to this generation, basically irrelevant,” McCammon said.

In the FIZZ approach, teachers create their own custom lecture content, use class time for high-level collaboration, and differentiate to provide students with a more personalized learning experience. One aspect that differentiates the FIZZ approach from other flipped classroom models is the use of simple “one take” videos (see “On the web”). To create these videos, all you need is an inexpensive digital camera, tripod, white panel board, and dry erase markers. Teachers outline their presentation with visual aids on a series of small whiteboards. Then, they simply record themselves talking through the series of whiteboards. The benefit of this approach is that videos can be created quickly; and by having the teacher on camera, students connect with both the content and their teacher. In addition to the one-take videos, teachers using the FIZZ approach often use a “Rotating Leadership Guide” for facilitating collaborative group work. This guide helps students manage tasks and provides a protocol for sharing and discussing ideas.

To try out the FIZZ approach to flipping your classroom, McCammon says, take the Flipped Classroom Training Program (see “On the web”) offered by the Friday Institute. All of the course materials are online, open, and free.

*Eric Brunsell (brunsele@uwosh.edu) is an assistant professor of science education at the University of Wisconsin in Oshkosh; Martin Horejsi (martin.horejsi@umontana.edu) is an associate professor of instructional technology and science education at the University of Montana in Missoula.*

### On the web

Classroom Window survey: <http://bit.ly/NFK2kL>

Example of “one take” video lesson: [www.youtube.com/watch?v=2W7cLiCmXxc](http://www.youtube.com/watch?v=2W7cLiCmXxc)

Flipped Classroom Training Program: <http://go.ncsu.edu/fctp>

The FIZZ Project: [www.fi.ncsu.edu/project/fizz/](http://www.fi.ncsu.edu/project/fizz/)