

FLIPPING

THE WRITING CLASSROOM:

INTEGRATING TECHNOLOGY AND TEXT

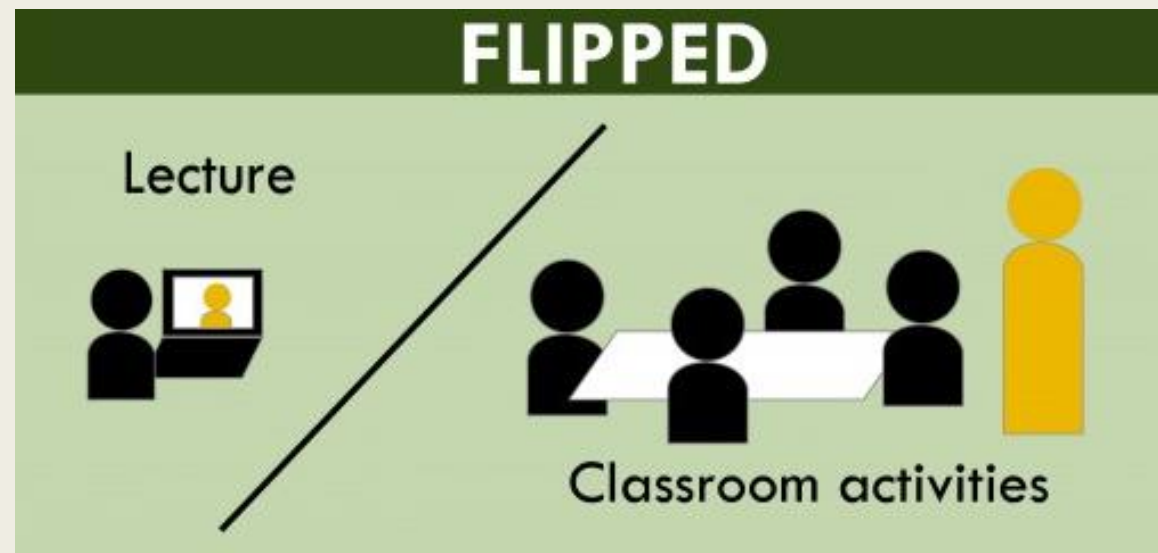
PRODUCTION

Jennifer Schumm and Mia Schweighofer

Flipping the classroom

- What do you know about the approach?
- Do you use the flipped classroom approach in your teaching?
- If yes, what have your experiences been with this approach to language teaching?

Traditional classroom vs. flipped



Characteristics of the flipped classroom (DeLozier & Rhodes, 2016)

- Instructional content (e.g., pre-recorded class lectures) assigned to be completed at home as preparation for next class
- In-class time spent working on problems, deepening understanding, active learning
- Allows more time for one-to-one engagement with learners (t-s); collaborative learning (s-s; pair work, group work)
- Learner-centred model

What are the perceived advantages & challenges of the approach?

Advantages

1. Learners have more control
2. Allows for self-paced learning
3. Promotes learner-centred learning and collaboration
4. Allows additional time for in-class active learning that can enhance learning performance
5. Content is always accessible (provided there is tech access)
6. Can be more efficient

Challenges

1. Can create or exacerbate a digital divide
2. Relies on learners doing set work outside of class (e.g. watching pre-recorded content)
3. Change takes time
4. Time in front of screens—instead of people and places—is increased
5. Significant work on the front end for teachers
6. Technical support for teachers

What should you consider when planning to flip your classroom?

Teacher

- Decide whether it helps to meet set objectives of class/course
- Content of video (focused, logically structured, keeps learners' attention)
- Technical resources available
- Technical know-how and willingness to engage with various tools
- Reserving time for front end work
- Reserving time to consider how to use class time

Learner

- Access
- Awareness of purpose
- Tasks to complete while watching video
- Parental cooperation (schools)

Context – Professional Writing Skills

- **Advanced EFL writing course** – Emphasis on genre
- **Weekly meetings** (1.5 hours)
- **Participants** (approx. 24 students per class)
 - Austrian (majority of students in teaching program) & International students
 - C1 – C2 level
- **Text Types** -
 - Critical Review
 - Business Report
 - Feature Article
 - Comment Article
 - How-to Text
- **Assessment** – Midterm and final exam

Our rationale for flipping an advanced writing course

- Experiment with technology to expand teaching repertoire
- Introduce a new approach to teaching writing
- Provide input which is focused on genre – product approach
 - *Useful for highlighting key features of the text type*
- Allows for active in-class learning – process approach
 - *More time to apply and enhance skills*
- Affords students the opportunity to use digital media in presenting text types
 - *Majority of students in teaching program*

Our Procedure (1st half of course)

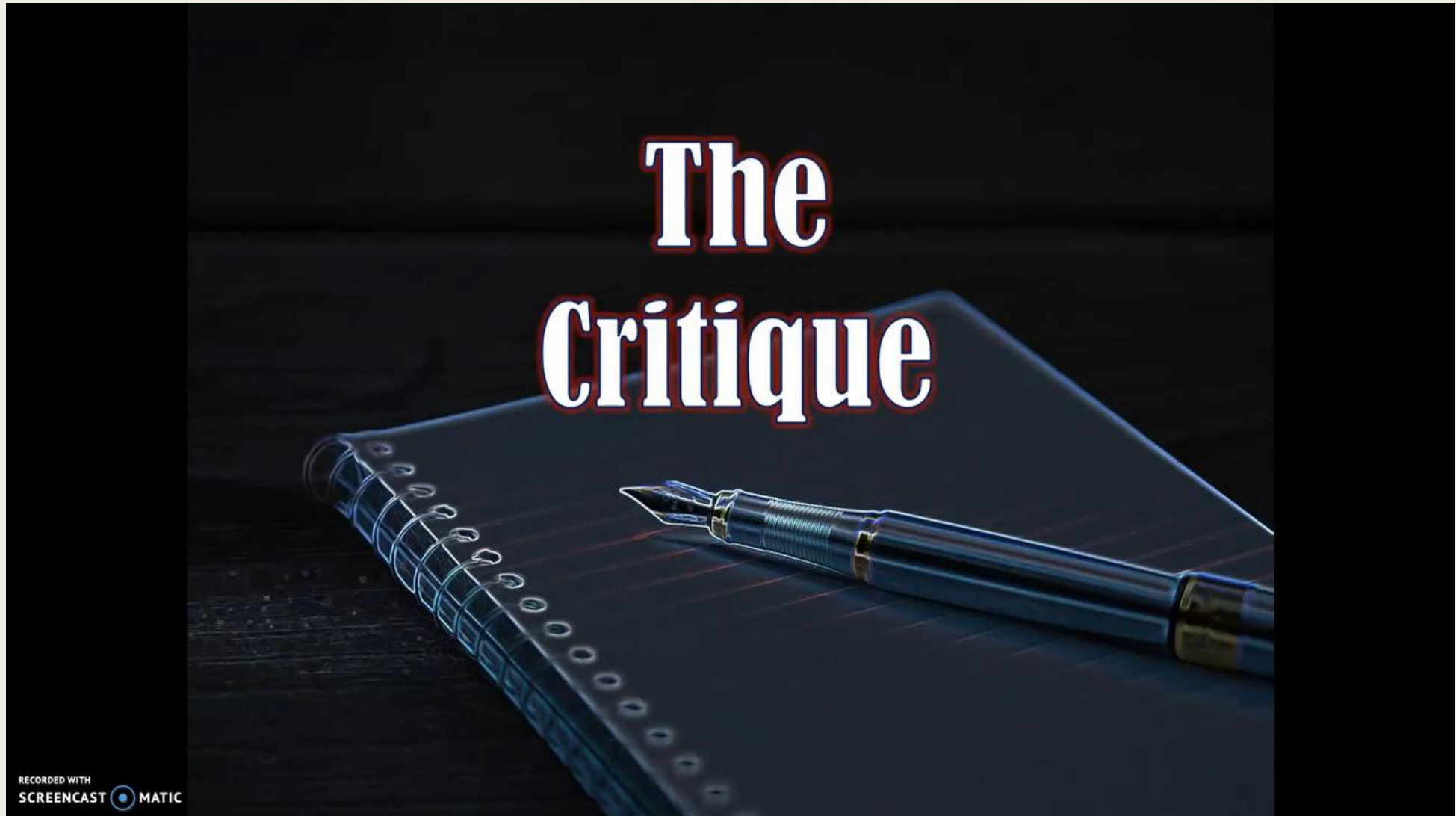
Outside of class

1. Set video of text type as homework and take notes on salient features.

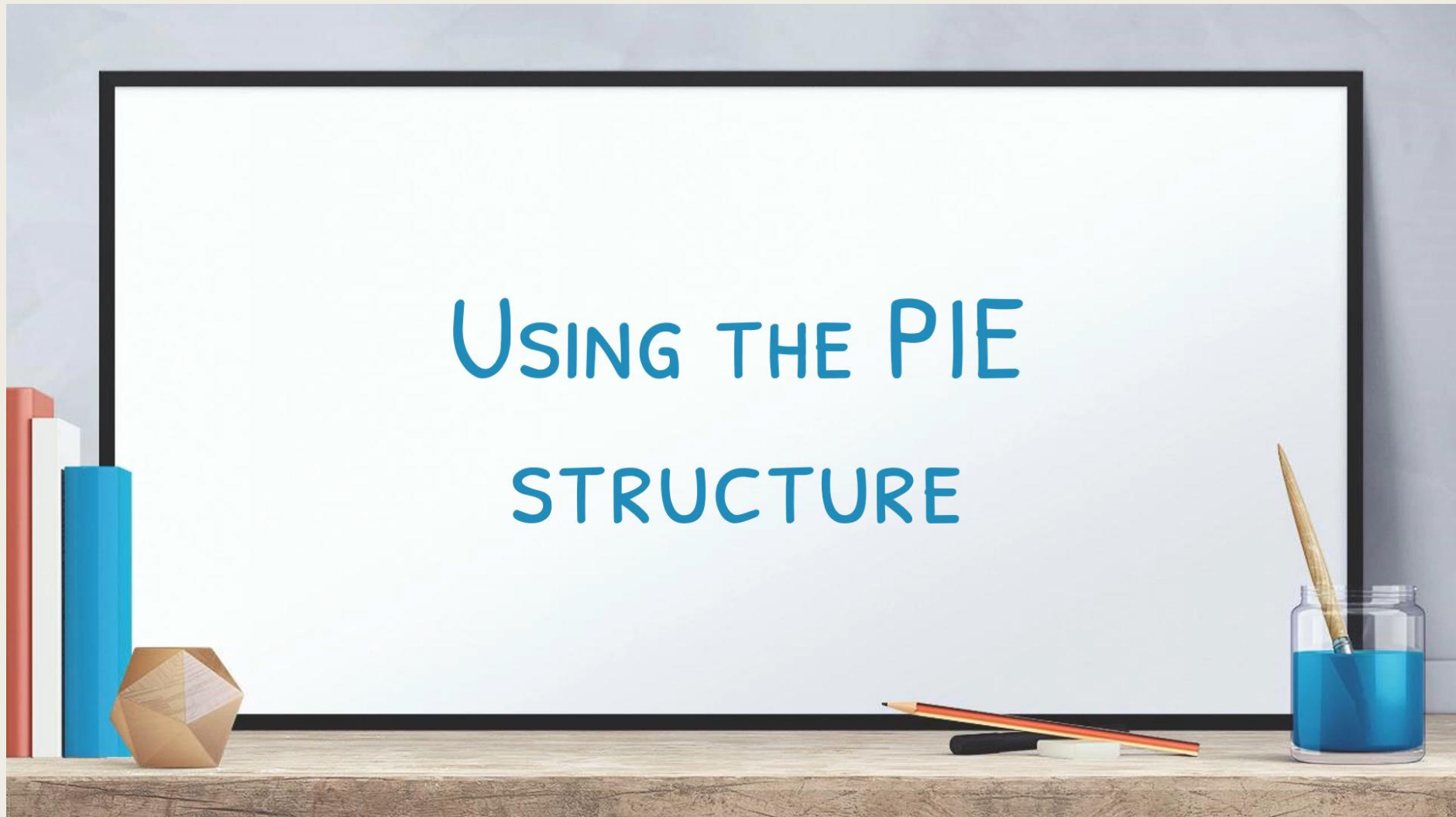
In class

2. Activate knowledge. Recall main points.
3. Deepen understanding through various activities (e.g. discussion, short writing tasks, brainstorming for personal writing, honing skills necessary for writing the task)
4. Provide support, answer questions (as a whole class or individually)
5. Prepare students for independent writing
6. Collect feedback from students about their experience with watching video (exit ticket)

Excerpts from videos prepared for teaching genre



Excerpts from videos prepared for teaching genre



Students' Responses to the Approach – Exit Tickets

Q1. Majority of students watched video at least once with breaks and took notes

- + Rewound and returned to certain points

Q2. Majority of students found video helpful because

- + Structured clearly
- + Provided overview of text type
- + Included concrete examples
- + Liked visual presentation

Q3. Answers varied

- + Enjoyed a different medium
- + Prefer watching video to reading for input
- / Didn't necessarily enjoy but found beneficial
- Prefer receiving input from teacher

Q4. Answers varied according to individual learner needs

Our Procedure (2nd half of course)

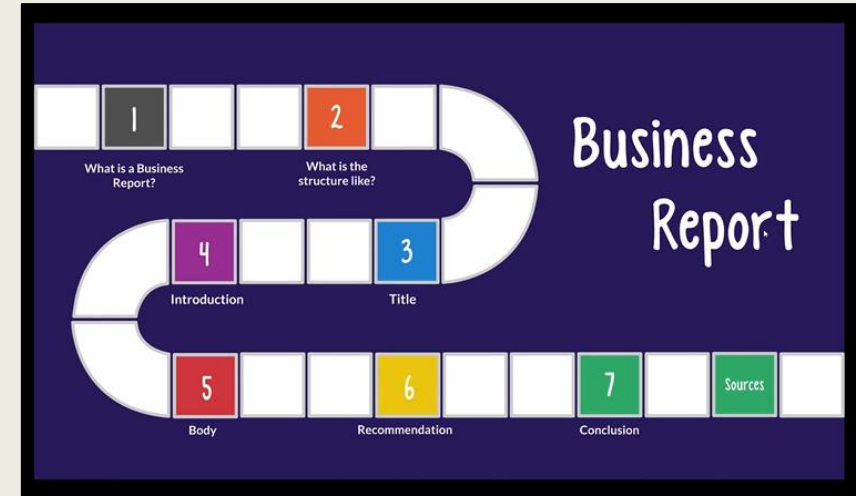
1. Introduced students to the flipped classroom concept
2. Organized students into groups in order to present 4 genres (as videos and classroom presentations)
 - *Business Report*
 - *Feature Article*
 - *Comment Article*
 - *How-to Text*
3. Provided guidance for teaching genre and preparing video
4. Students followed our procedure for teaching the critical review

Examples of students' videos

Atmosphere

Overall, students seem to feel uncomfortable in the room. Especially the badly placed, barred windows, which do not seem to let in sunlight, and radiate prison atmosphere received considerable criticism from the students. Another great part of responses complained about the overall bad lighting situation. One of the students who filled out the questionnaire remarked that "it is very difficult to concentrate on the lessons with this kind of lighting situation."

TOPIC SENTENCE



- * Feature Articles Contain a Storyline
- * Have Entertainment Value
- * Typically Longer than News Stories
- * Sometimes Withhold the Main Point Until the End



Background information, data and statistics...

"The late 1950s were the heyday of the drive-in, with more than 4,000 of them across the US. As of August 2018, according to figures from the United Drive-In Theater Owners Association, of which Vogel is secretary, there were only 317 left. The decline in recent years, however, seems to have levelled off. Industry holdouts, such as Bengies – currently reopening for the season – have weathered change and new openings have bolstered numbers."



Students' responses at the end of the course

– course evaluation

Positive responses

- Enjoyed flipped classroom as learner
- Benefitted from trying it out as presenter (future teachers)
- Good for revision before exams
- If absent, a chance to get input and keep up

Negative responses

- Some learners required more technical support
- Preferred teacher to video



Teachers' Observations

- A positive addition to teaching genre but not the only approach
- Video input not enough to improve learners' writing; still need to work on writing skills in class
- Seems to be an effective way to address text structure -> Frees up time to address other writing skills in class
- A new way to incorporate technology in the classroom but planning is time-intensive
- Seems to appeal to a majority of learners but still met with skepticism
- Requires teachers to reevaluate their role
- Moves classroom from teacher-centred to learner-centred

Thank you for your attention!

We invite you to share any comments or questions on flipping the classroom and/or writing & flipping



References

- Bergmann, J. & Sams, A., (2012). *Flip your Classroom*. Eugene, Oregon: ISTE.
- DeLozier, S. J. & Rhodes, M.G. (2017). Flipped Classrooms: a Review of Key Ideas and Recommendations for Practice. *Educational Psychology Review*, 29, 141-151.
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- Lockwood, R.B. (2018). *Flipping the Classroom. What every ESL teacher needs to know*. Ann Arbor: Michigan University Press.
- Pavanelli, R. (2018). The Flipped Classroom: A Mixed Methods Study of Academic Performance and Student Perception in EAP Writing Context. *International Journal of Language and Linguistics*, 5(2), 16-26.

Online Tools and Resources

- <https://www.khanacademy.org/>
- <https://www.thetechedvocate.org/10-edtech-tools-flipped-classroom/>
- <http://www.flipped-classroom-austria.at>
- <http://www.flipped-classroom-austria.at/category/tools/>
- <https://screencast-o-matic.com/home>
- <https://www.moovly.com>