

FLIPPING THE MFL CLASSROOM

HELEN BATES



WHAT IS THE FLIPPED CLASSROOM?

THE INVERSION

The Traditional Classroom

Teacher's Role: Sage on the Stage



The Flipped Classroom

Teacher's Role: Guide on the Side



WHAT A FLIPPED CLASSROOM MODEL DOES



- Students watch lectures at home at their own pace, communicating with peers and teachers via online discussions.
- Concept engagement takes place in the classroom with the help of the instructor.

WHY I DECIDED TO FLIP MY CLASSROOM



- Leader of learning with whole- school responsibility for the effective use of ICT.
- All pupils in school have been given an iPad mini to enhance teaching and learning
- Increase in pupil:teacher talk and increase opportunities for independent learning
- Try out a new approach to teaching after reading about success in the USA.

REASONS TO TRY FLIPPING THE MFL CLASSROOM

- Allows pupils to absorb vocabulary/ concepts at their own rate
- Gives homework a real purpose
- Leaves more lesson time for higher-level thinking activities
- Encourages pupils to engage with topic before the lesson and start reflecting on learning from a early start point.



MY 'FLIPPED' MFL LESSON MODEL

Before lesson

During lesson

I create or find an appropriate video/activity

Check pupil understanding by doing a (Socratic) quiz

I share video with pupils via showbie or share link via email or QR code.

Differentiation: I use (Socratic) quiz answers to assign tasks to pupils

Pupils watch video, make notes and bring any questions to lesson.

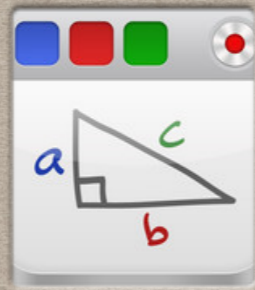
Pupils work independently through tasks suitable to their level of understanding

I support pupils and answer any questions

WHAT I'VE INTRODUCED VIA THE FLIPPED METHOD

- New tenses
- Grammar points
- New vocabulary

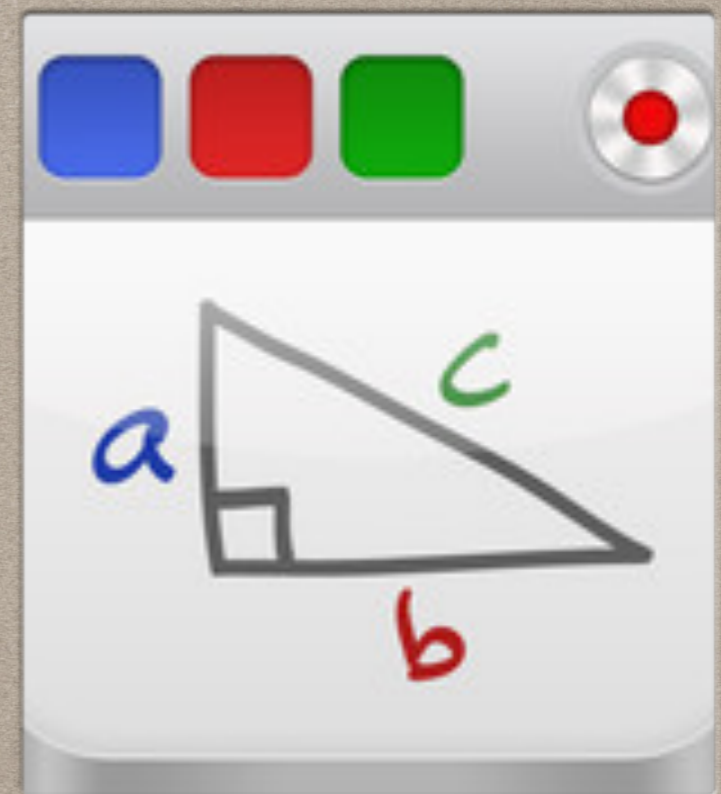
MAKING/ SOURCING THE VIDEO



- Screen casting apps- Educreations(free), ShowMe (free) and ExplainEverything (£1.99)
- YouTube

EDUCREATIONS

- Basic editing tools
- App and desktop version
- Share via email or link
- Access to resources made by other teachers
- YouTube channel
- YouTube 'how to' tutorials



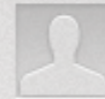
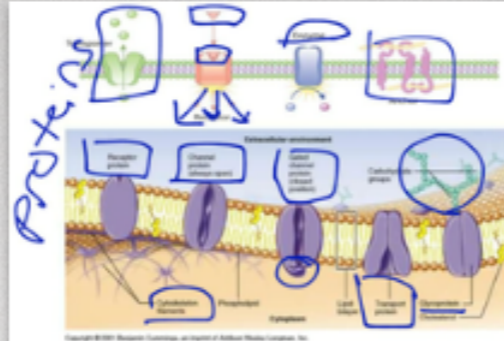
Featured Lessons



The War with Mexico

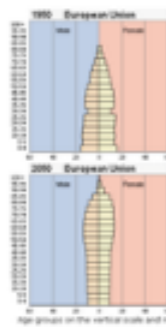


The War with Mexico
by Matt Macfarlane



Cell Transport 1c-d
by Kirstin Murphy

IX. Guest workers / Immigration



American Literature and Art

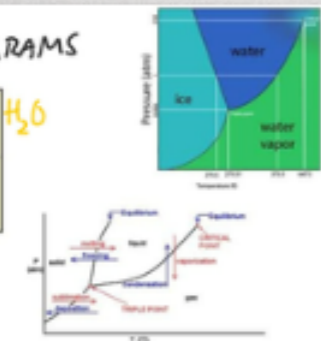
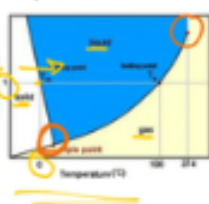


Social Unrest in Cold Wa...
by David Heineman

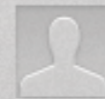


American Art and Literat...
by Matt Macfarlane

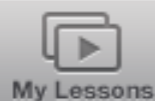
PHASE DIAGRAMS



States Of Matter
by Chris Ming



Karyotype - Intro To Gen...
by Jeremy Reichel



My Lessons



Featured

Past

The Preterite tense ir and -er verbs
(vivir/ comer)



Done



Steps

1. Take the infinitive vivir
comer
2. Remove -ir/-er
3. Add ending



2:38

-0:34

SHOWME

- Basic editing tools
- App and desktop version
- Share via email, link or download video.
- Access to other videos made by other teachers
- YouTube channel(ShowMe app)
- YouTube 'how to' tutorials



The screenshot displays the ShowMe application interface on an iPad. At the top, the status bar indicates "iPad", signal strength, time "21:01", and battery level "54%". The app's header includes a user profile section for "Helen Bates", a "My ShowMes" button, an "Explore" button with a globe icon, and a blue "+ Create" button. A vertical sidebar on the left lists navigation options: "Search", "Home", "Math", "Science", "History", "English", "Language", and "Art". The main content area is organized into two sections: "Recommended for you" and "Recent Activity". Each section contains three video thumbnails. The "Recommended for you" section features videos on "Slope of a Line", "Conversion factors part 1", and "Rectangular Coordinates: Distance and Midpoint Formulas". The "Recent Activity" section shows a private video, a science lesson, and a video on "Circumferences and Areas of Circles". Below these are three more video thumbnails: "Imperfect vs. Preterite", "My Face", and a colorful geometric pattern.

What are the conditional endings?

I = ia We = iamos
You = ias You all = iais
He/she = ia They = ian
it

| I would eat |
to eat = comer
I' ending = ia
Together they make
| comeria |

EXPLAIN EVERYTHING

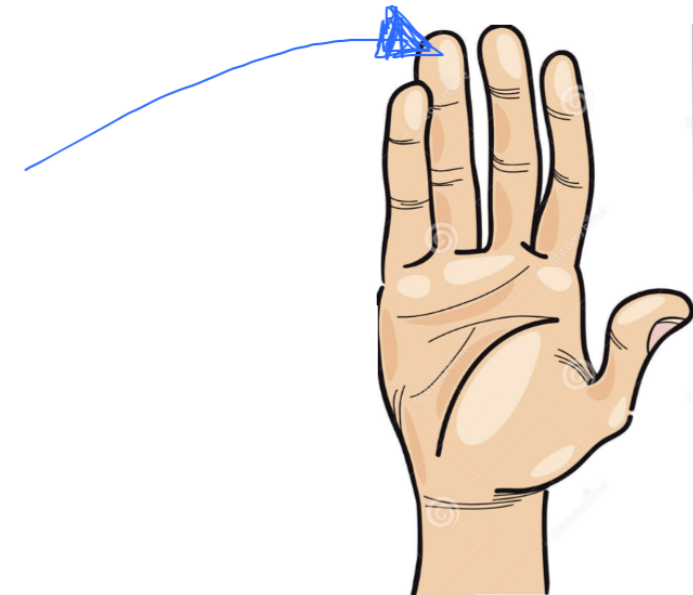
- Advanced editing tools
- Able to export videos to camera roll
- Videos can be edited in other apps(iMovie)
- YouTube 'how to' tutorials



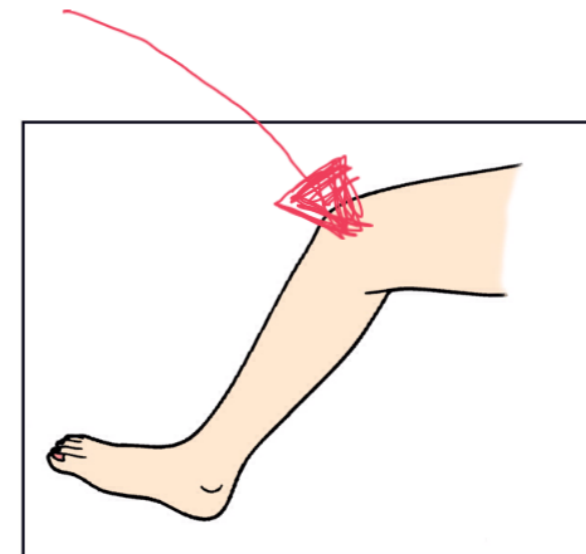
Body parts in Spanish



El dedo



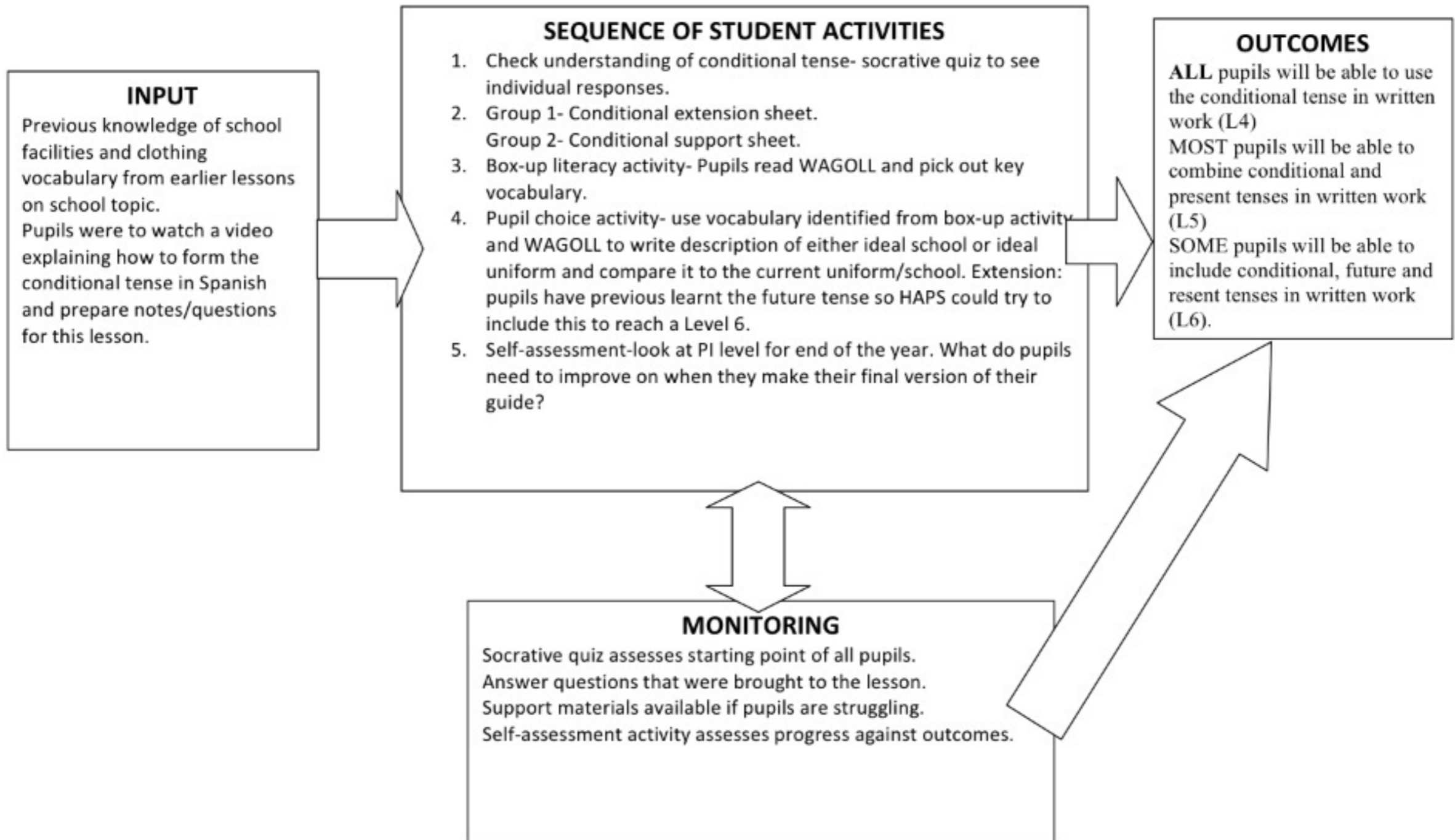
La rodilla



SOCRATIVE QUIZ RESULTS

Conditional tense Spanish					
Thu, Feb 6 05:01 AM					
Room: 825826 (h.bates@oakwood.ac)					
Please enter your last name, first name		How do you say 'we would eat' (comer)	How do you say 'you would all live'(vivir)	How do you say 'she would speak' (hablar)	How do you say 'they would speak' (hablar)
		Comeríamos	Viviríamos	Hablaría	Tendrían
		Comeríamos	Viviríamos	Hablaría	Tendería
		Comeríamos	Viviríamos	Hablaría	Tenderían
		Comeríamos	Viviríamos	Hablaría	Tendería
		Comería	Viviríamos	Hablaría	Tendería
		Comeríamos	Viviríamos	Hablaría	Tendrían
		Comerías	Viviría	Hablaría	Tenderían
		Comeríamos	Viviríamos	Hablaría	Tenderían
		Comeríamos	Viviríamos	Hablaría	Tenderían
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		Comeríamos	Vivirían	Hablaría	Tendería
		Comeríamos	Viviríamos	Hablaría	Tendrían
		Comeríamos	Viviríamos	Hablaría	Tenderían
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		Comeríamos	Viviríamos	Hablaría	Tendrían
		Comerías	Viviríamos	Hablaría	Tenderían
		Comerías	Vivirían	Hablaría	Tenderían
		Comeríamos	Viviríamos	Hablaría	Tenderían
		Comeríamos	Viviríamos	Hablaría	Tenderían
		Comería	Vivirían	Hablaría	Tendería

LESSON PLAN



PUPIL VOICE

"I think it's good because you can do the easy things at home and you can do the harder things at school."

"It's a new and unique way of learning."

"It gives us time to revise."

"It's fun."

"I think it is a good way of doing homework as it allows you to listen again and again to the vocabulary."

"I've enjoyed it so far."

FOR MORE MORE INFORMATION

- Wildern School 'Flipping the learning in MFL' blog <http://fliplearningmfl.blogspot.co.uk>
- Oakwood High School blog-teaching and learning with iPads <http://www.oakwood.ac/news-and-events/ioakwood.html>
- Questions/queries - h.bates@oakwood.ac

