# LEARNING THROUGH TEACHING
## A flipped classroom approach

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### Project Description

The languages department at Brigidine College undertook an Action Research Project, funded by Brisbane Catholic Education. Our project focused on “the flipped classroom” for the Year 8 and Year 10 French and Japanese students to enable independent, self-directed learning.

The year 10 students were responsible for creating a series of “flipped classroom” videos to introduce topics related to the Year 8 course guidelines for students to view and study at home. In small groups, Year 10 students planned and made a mini-lesson with an accompanying worksheet for the Year 8s using different learning technologies such as computers, iPads & iMovie, YouTube, songs and role-plays. The lessons were then recorded using iMovie and put into the school share-point for Year 8 students to access.

### Project Goals

The project aim was to use technology-enhanced flexible learning strategies to increase enjoyment and motivation for students to study French and Japanese, and to enhance differentiated learning across both year levels.

**Year 10** – integrate languages, technologies and work ethics/social skills related to long-term learning goals and life skills to:

- build confidence and responsibility;
- revise and consolidate learning through creation of a small lesson using multi-media;
- develop social skills by working collaboratively with peers.

**Year 8** – increase their enjoyment and motivation to continue to learn and improve language skills independently beyond the classroom through:

- self-paced language learning by accessing peer-created materials.

### Results of Project

The “flipped classroom” encouraged students to take their learning beyond the classroom walls and facilitated differentiation to cater for different learning paces and styles.

**Year 10 students** –

- commented that they enjoyed using the technology to create videos;
- found the exercise a good revision for grammar points and some students learnt new things they had not previously known through researching and teaching their topic;
- learnt how to use new technologies and were able to transfer these skills and use them to create other projects.
Year 8 students –
• enjoyed watching their peers’ lessons;
• increased engagement due to peer involvement;
• developed critical thinking – analysing which videos were clearly explained and what made a good video;
• benefited from flexibility – the ability to re-watch videos individually, at their own pace, to increase understanding of new content.

Teachers –
• more time to engage individually with students who needed more explanation;
• lessons become student-centred rather than teacher-oriented.

Technologies used
• iPads x 10 for each department
• iMovie app
• Macbook Air Computer

Recommendations
• Mac representative, Dominic Sauvage, came into the classroom to give students a lesson on using iMovie which was excellent.
• Volume Purchasing Programme – gives a school discount for multiple App purchases however a credit card is needed for purchases and setup can be complicated.
• Number each iPad and assign each group a number to reduce management issues.
• Include in Budget: iPad charger cart (eg BRETFORD Cart), VGA adapter to mirror iPad to data projector screen, iPad covers and a Mac computer for uploading movies.
• Video storage methods need to be considered – whether students can access them from home and whether the files are able to be downloaded in a timely manner from student computers. This was the major difficulty we faced with using the ‘flipped classroom’ approach.

Hints for others wanting to do something similar
• Time – allow ample time for filming and editing. Students commented that 5 weeks was too short and had to come back in the lunchtime to finish their videos. Also allow time for teacher/student editing once videos are completed – some videos needed mistakes corrected.
• IT support is helpful. In our case, we had to rely entirely on Mac Representative, Dominic Sauvage, who helped us set up all the iPads, the VPP, and trouble-shooted when needed.
• iPad storage capacity – 16GB fills up quickly. Although it was adequate for the 10 minute movie, this had to be uploaded before starting a new project. Uploading iMovies to the Mac computer is time-consuming and complicated.
• Volume – background noise was an issue with some movies. Students need to be in a quiet area for recording. The purchase of microphones could be considered.
• Students had difficulties downloading the video at home on their student netbook due to large file size, therefore the Movie had to be viewed in class. We looked at various solutions to this problem including putting it on the Clickview system.
**Future directions relating to project**

- iMovie can be used for other projects such as the Japan foundation video matsuri, recording speaking tasks (students recorded a debate in groups for assessment enabling multiple groups to present simultaneously within a restricted time for teacher viewing later – shy students have greater confidence when not observed by the whole class/teacher), greater motivation for speaking tasks in class.
- Project continuation - Students could be asked to create videos on different topics in order to build up a bank of student-produced movies for teaching purposes.
- If student motivation is high enough, a lunchtime ‘iMovie club’ could be created to produce iMovies to supplement the curriculum.
- Cross departmental use of iPads.
- Apple TV may be useful to facilitate presentation of iMovies