WHAT IS “FLIPPED LEARNING”?  

• “... a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.”

FLIPPING IN THE LANGUAGE CLASSROOM

• recent technological innovations
  • use of authentic audio/video/text online, instructor-recorded materials, or open educational resources
  • online platforms for the completion (and often instant assessment) of low-level tasks.
  • increasingly robust online / hybridized components of existing course materials
FR 111, SPRING 2014

• Accelerated Elementary French, equivalent of French 101+102
  • 5 class sessions a week
    • 95 minutes / session
    • 1-2 outside of class work / night
  • 9 students
    • 7 true beginners
    • 7 learning their 2\textsuperscript{nd} (or 3\textsuperscript{rd}) foreign language
    • 3 students taking the course to fulfill their language requirement
• standalone textbook \rightarrow collection of materials pulled from a variety of paper and online sources.
• already “flipped”
• grant support – CIT Flipped Classroom Fellows, Paletz Call for Innovative Course Enhancements
CONSIDERATIONS – WHAT TO FLIP? HOW TO FLIP?

• The “what”
  • course objectives and unit objectives
  • current classtime + homework models → flippable elements?
  • current assessment of mastery of learning objectives → flippable elements?

• The “how”
  • clear goals for each flipped assignment
  • identification of materials that align with unit goals and student needs
  • delivery and collection of student work (?) → articulation from @home to @class work.
  • desirability of variety?
USEFUL TOOLS – FR 111

• Curriculum
  • Print (standalone grammar, standalone vocabulary, standalone phonetics)
  • Instructor-created materials
  • Online:
    • Français interactif
    • authentic materials (film, press, podcasts, YouTube, etc.)

• Tools
  • Sakai
  • WordPress (or Sites@Duke)
  • Skype and TalkAbroad
MODEL UNIT: L’INTERROGATIF
(ASKING AND ANSWERING QUESTIONS)

• Traditional ("flipped-lite") model
  • @home, students
    • study interrogative structures and necessary vocabulary →
    • complete written (mechanical and open-ended) application activities
  • @class, students
    • review grammar and structures →
    • engage in a variety of communicative activities to apply concepts to situations “approaching real life”

• Flipped model
  • @home, students
    • study interrogative structures and necessary vocabulary →
    • complete online (mechanical and open-ended) application activities
  • @class, students
    • review grammar and structures →
    • engage in a variety of communicative activities to apply concepts to situations “approaching real life” →
    • collaborate with partner to prepare for Skype conversation with a native speaker ("real real life")
  • @home, students
    • prepare for Skype conversation →
    • complete Skype conversation →
    • reflect on conversation → post written reflection on individual blog
BIBLIOGRAPHY
