Why flip?
10 Reasons to Flip

1. Students set pace themselves.

2. Better insight into student difficulties and learning styles.

3. Customized and updated curriculum.


5. “Flipping” professional development.

6. Effective/creative use of class time.

7. Parents’ window into coursework.

8. Increased student achievement.

9. Alignment with learning theory.


Other Reasons to Flip

• It’s great when an administrator asks “how do you use technology in your classroom?”

• The flipped model encourages students to take an active role in their learning.

• If your content doesn’t change too much from year to year, set videos up once and reuse material next year.
Other Reasons to Flip

• “...the best part of the process is devoting more time to deeper discussions, small-group projects, and one-on-one interventions.” - Ullman, E. (2013). Tools & Tips for the Flipped Classroom. *Tech & Learning*, 33(10), 38–39, 42, 44.

• Choir directors have used a “flipped” strategy for years: sending part tapes/ CDs home to help students learn their voice parts at home. Now we can simply make the practice tracks available online.
Other Reasons to Flip

“At colleges nationwide, more and more professors are inverting homework and classwork, using technology to give students a head start on classroom sessions where they can be active participants and not just listeners.”

Some real-world examples...
Tom Nasiatka, secondary general
Stephanie Duve, AP music theory
Major Diatonic Chords

D:

E♭:
Flipped model can help streamline the “lecture” parts of ensemble teaching. At-home videos allow students to manage their own needs for pacing/repetition. Online videos are a stable, ready-made resource.
Jennifer Hodil, AP music theory

- Website includes lesson videos and online assessments for student accountability and to check for student understanding before class time begins.

- Based on the assessment, she plans what she needs to go over again during class time; so this is really a perfect blend of the flipped and traditional models.

- Her students’ test scores have improved since using the flipped model.
Other possibilities…

• Videos demonstrating instrument handling/maintenance/care

• Share a video background information about the composer of the music you are preparing for a concert. Create a tour on Google Earth for students to see the places the composer lived and worked.
Other possibilities…

- Find Two YouTube videos: one with an ideal performance and one with a less than ideal performance of a piece you are working on, and have students complete the district festival adjudicators’ rubric for each performance.

- In a high school keyboard class: Take picture of new song, mark important features, record voice-over to explain new concepts or skills; students watch at home so every minute of class time can be spent giving individual help to students.
What does the research say?
• Used step-by-step video podcasts to teach pre-calculus concepts in and undergraduate calculus course.

• Students self-reported higher confidence in their abilities to complete these kinds of problems after availing themselves of the podcasts.

• Of the students who used the podcasts (n=195), 87% said the podcasts were "useful" or "very useful".

- Compared the experiences of students in a control group (n=32) with students who received instruction via a "flipped" model (n=29)

- Flipped group scored higher on average; stronger effect observed for males

- Students in the flipped group reported a strong preference for the flipped model over the traditional approach
Compared experiences of three groups: lecture-only (n=130), lecture and video backup (n=129), and flipped model (n=186).

- Flipped group scored higher on assessments; difference was statistically significant.

- Interestingly, flipped group reported lower satisfaction with the course.
Some take-aways...

• We need more research on this topic, especially in music education

• Much depends on execution (better results, but lower satisfaction?)

• Initial promising results suggest that the model deserves our attention
Tools for flipping
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Turn to a neighbor...

- How could you apply this model in your own classroom?
- What would you need in order to get this started in your setting?
- What can you include right away?
Thank you!

STUART CHAPMAN HILL
PH.D. STUDENT, MUSIC EDUCATION
MICHIGAN STATE UNIVERSITY
SCH@STUARTCHAPMANHILL.COM

ANDREW MINEAR
D.M.A. STUDENT, CHORAL CONDUCTING
MICHIGAN STATE UNIVERSITY
MINEARAN@MSU.EDU

RESOURCES AVAILABLE AT
WWW.STUARTCHAPMANHILL.COM/PRESENTATIONS
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