'Flipped Learning' Case Study
Using video tutorials in Japanese
Hockerill Anglo-European College

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Teaching Hiragana and Katakana

In Year 8, the 46 letters of the hiragana alphabet are taught as soon as possible at the beginning of the course. This is followed by the 45 letters of the katakana alphabet.

In the two years from 2011-2013, I used conventional teaching methods which involved presenting the letters to the whole class using an interactive whiteboard and pen, with short mnemonics to help the students remember the letters. This was followed by interactive games to consolidate their learning.

From the 2013-2014 academic year, the students were able to watch video tutorials presenting the letters as their prep activity, and in class we were able to play consolidation games to embed their knowledge and understanding. This removed the actual teaching of the letters from the classroom to the home; and gave twice the usual 'contact' time compared to previous years.

These are the results over six years for the Hiragana test:

Year	No. of Students	Date of Exam	Average score	Teaching Method	%A/A* GCSE
2011-2012	25	3 October	48%	Conventional	40% (2015)
2012-2013	16	15 October	76%	Conventional	43.8%(2016)
2013-2014	**19**	**2 October**	**82%**	**Video Tutorials**	Forecast 56-80% (2017)
2014-2015	**9**	**8 October**	**78%**	**Video Tutorials**	
2015-2016	**15**	**8 October**	**87%**	**Video Tutorials**	
2016-2017	**19**	**1 November**	**87%**	**Video Tutorials**	

These are the results over six years for the Katakana test:

Year	No. of Students	Date of Exam	Average score	Teaching Method	%A/A* GCSE
2011-2012	25	20 February	67%	Conventional	40%(2015)
2012-2013	16	14 January	65%	Conventional	43.8%(2016)
2013-2014	**19**	**30 January**	**78%**	**Video Tutorials**	Forecast 56-80% (2017)
2014-2015	**9**	**9 December**	**79%**	**Video Tutorials**	
2015-2016	**15**	**8 December**	**86%**	**Video Tutorials**	
2016-2017	**19**	**6 December**	**85%**	**Video Tutorials**	

For more information please see:

http://japanese4schools.co.uk/2014/10/29/introduction-to-flipped-learning-for-gcse-japanese-japan-foundation-29-oct-2014/
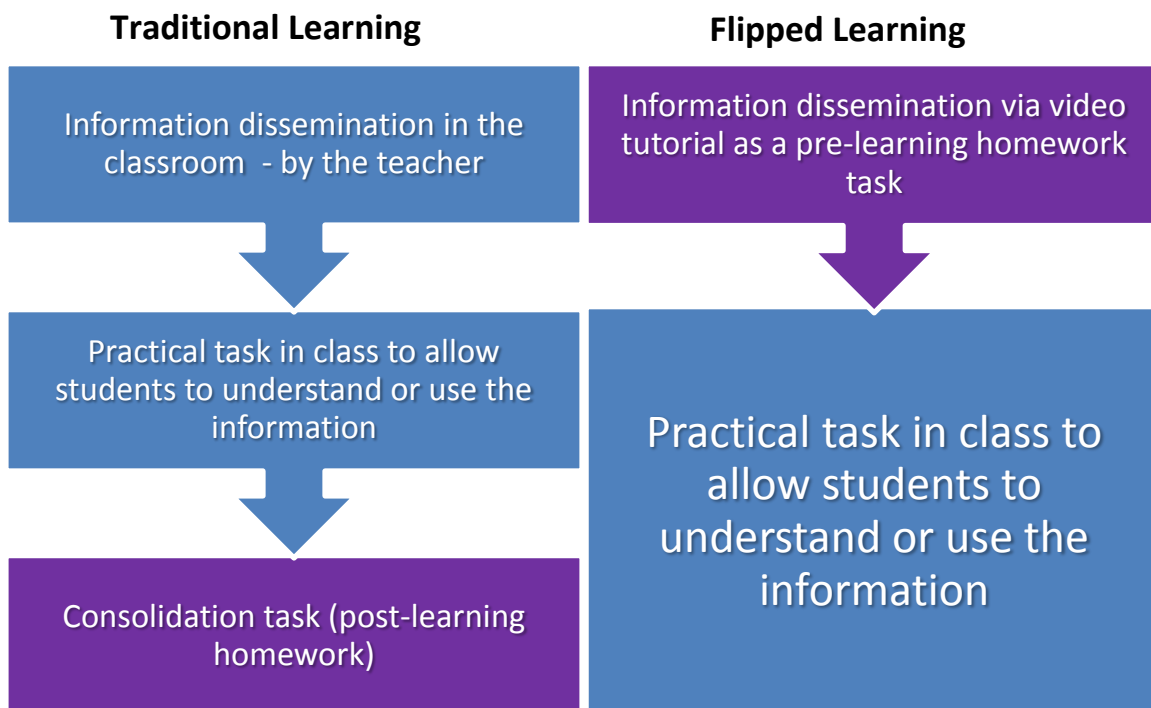
'Flipped Learning'

The term 'Flipped Learning' is being used with ever increasing frequency in the media and amongst educationalists, and represents a new way of thinking about how we can use technology to address age-old issues such as effective differentiation, independent learning and even large class sizes.

What is 'Flipped Learning'?

'Flipped Learning' is essentially taking the standard model of teaching and learning, and turning it on its head. In a typical classroom, new concepts or skills are introduced by the teacher to the whole class; students are then given a task to practise the new concept or skill; and finally a consolidation task is assigned to the students to be completed in their own time for homework/prep.
To flip the learning, we reverse the process so that the information dissemination occurs **out of school** and **before** the lesson, and the practical tasks take centre stage in the classroom.

Traditional Learning	Flipped Learning
Information dissemination in the classroom - by the teacher	Information dissemination via video tutorial as a pre-learning homework task
Practical task in class to allow students to understand or use the information	Practical task in class to allow students to understand or use the information
Consolidation task (post-learning homework)	

There a number of advantages in delivering the core of a lesson to students via an on-line video tutorial before they come to class:

- The video can be watched as many times as each individual student feels is necessary, and so provide perfectly tailored differentiation.
- Students can watch the lesson without distractions or interruptions.
- The class time which would normally have been used to deliver content can be freed up for more creative and practical activities.
- A series of structured video tutorials ensures that all syllabus content is delivered; allowing class time to become a much more flexible commodity - freed from restrictive lesson plans.

'Flipped Learning' in Japanese at Hockerill

Outside the Classroom

In Japanese, my tailor-made video tutorials are assigned to students over a two-week homework cycle, to both introduce and consolidate the knowledge which will be practised in class. I host the video tutorials on Youtube for the public to access, and on Edpuzzle for my own students. Edpuzzle is a free site, which allows me to remotely monitor the use of the video tutorials by my students. In addition to the monitoring function, Edpuzzle also allows teachers to crop video tutorials and insert questions and commentary into the tutorial. This expands the way that a single video tutorial can be used, and is a very useful function.

In addition to the video tutorials on Edpuzzle, I assign the students tasks using Education Perfect. This site is subscription-based and supports the memorisation of vocabulary and grammatical structures. This on-line programme underpins the Japanese course and frees up our lesson time for flexible creative activities. Knowing that I have a highly structured on-line programme covering the entire curriculum in a systematic way, gives me the freedom that I need to teach in a highly interactive and flexible way. Class-time is no longer devoted to delivering curriculum content, but is instead a place of experimentation and fun.

In the Classroom

Whilst I mostly use video tutorials outside the classroom as homework tasks, they can also be used effectively within the classroom. Lesson content can be delivered to smaller groups of students, whilst other groups work on different activities. Individual students accessing content via the video tutorials are able to pause their tutorial; to rewind or fast forward their tutorial; to repeat their tutorial; or to decide not to watch it at all if they have already moved beyond that point. By delivering the content of the lesson via a video tutorial, the class size can be effectively reduced, allowing the teacher to work in a more personalised way with individuals or small groups of students. Unlike most group activities, the use of video tutorials ensures that at least one group in the class is working quietly and without the option of interacting with other students – thus reducing overall class noise and distractions.

Challenges

The most obvious challenge in using the 'Flipped Learning' approach is making the video tutorials. Each video is time-consuming to create and need an editing package to produce an appealing product. It can be a very slow process developing an entire course! However, teachers have always had to produce high-quality teaching materials, and by working steadily over a number of years, it is possible to develop a comprehensive portfolio of video tutorials.

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