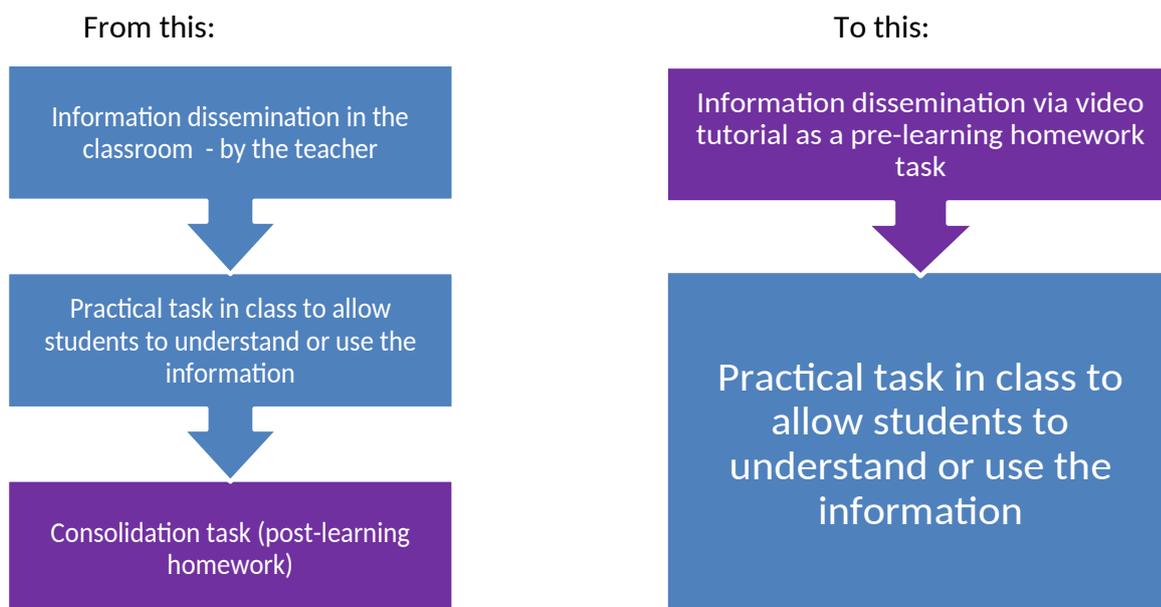# Flipped Learning for Japanese
Anne Rajakumar

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.

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.

From this: To this:

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' for Japanese

Sourcing Video Tutorials

- Video tutorials can be sourced online using websites such as 'Youtube'
- Video tutorials can be made using a variety of free screen recording software packages which are reviewed at Hongkiat (http://www.hongkiat.com/blog/win-screen-recording-softwares/).
- The excellent iPad app, 'Explain Everything' can also be used to produce high quality video tutorials quickly and easily.
- For those who wish to make more professional video tutorials there are superb software packages available to purchase, such as Camtasia.

Hosting, Modifying and Tracking Student Use of Video Tutorials

There is a wonderful free website (for the basic package – and with extras it is quite reasonable) called '**Edpuzzle**' where you can edit other people's video tutorials in a variety of ways and then assign them to your students using a password protected system. The website then allows you to track your students' use of your video tutorials.

Linking 'Flipped Learning' with your school's VCE or 'Google Classrooms'

Once you have created your content, the easiest way to share your video tutorial with your students is to create a link to your video tutorial in your school's VCE; homework hosting websites such as Show My Homework; or Google Classrooms.

'Flipped Learning' in the classroom

In the classroom, video tutorials can be used to deliver lesson content to smaller groups of students, whilst other groups work on different activities. This allows individual students the opportunity 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.

'Flipped Learning' Case Study – Using video tutorials in Japanese

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 in Term 2.

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.

In the 2013-2014 and 2014-2015 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 three 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	88.2% [Residual 0.6] (2017)
2014-2015	9	8 October	78%	Video Tutorials	43% [Progress 0.8] (2018)
2015-2016	15	8 October	87%	Video Tutorials	
2016-2017	19	1 November	87%	Video Tutorials	
2017-2018	12	18 October	79%	Video Tutorials	

These are the results over three 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	88.2% [Residual 0.6] (2017)
2014-2015	9	9 December	79%	Video Tutorials	43% [Progress 0.8] (2018)
2015-2016	15	8 December	86%	Video Tutorials	
2016-2017	19	6 December	85%	Video Tutorials	
2017-2018	12	25 January	79%	Video Tutorials	

For more information please see:

- http://japanese4schools.co.uk