This edition considers the concept of ‘Flipped Learning’ and the ways in which some teachers are trialling it in their classrooms. It also outlines the opportunities to read and listen to literature online, and provides an insight into how some Year 7 students are finding their digital learning environment this year.

FLIPPED LEARNING

A number of teachers are experimenting with the idea of ‘Flipped Learning’. So what is it and why is it such an intriguing concept?

The ‘Flipped Classroom’ inverts one component of the traditional teaching methodology to deliver information and instructions online outside the classroom and shifts what would conventionally be defined as homework into the classroom.

“Teachers are experimenting with creating short videos to give content to their classes,” explains Sue Zipfinger, our Secondary ICT Support Teacher. “The benefits are that students can revisit the content as often as they like until they reach an understanding of the explanation. The watching of these videos can be set for homework so that students can come to the next lesson to use the traditional classroom time to work on active problem solving or work in small groups or individually with their teacher.”

“Teachers have been using Camtasia to create either video content of themselves explaining a concept for their class or illustrating to students how to use a particular piece of software. Camtasia can also be used to record a PowerPoint presentation which can be viewed with the narration at a later point by students.”

“Sometimes students are not always ready to take on a concept. Some assignments require specialised use of technology. By creating a video on how to do this, students can watch the video to create the product when they have gathered all their information together. Year 8 Commerce are creating a Google Earth tour for their Travel assignment. As a result some videos have been created for the students on how to create placemarks, add images and save their work as a .kmz file. Videos have also been used in Year 7 Technology showing the particular aspects of Adobe Illustrator students needed to concentrate on.”

Marlise Kalt has been trialling ‘Flipped Learning’ with her Year 11 Physics class. “Whilst this process is still in the early stages, I have seen the dynamics of the classroom shift from being teacher focused to more student focused.” By creating the video, teachers are able to tailor content to the needs of the class which is then followed by discussion and guidance within the classroom.

“Making the videos has been very helpful to explain not just ideas, but also take the students through problem solving. In class the students are then able to go through worksheets with more guidance, than if they had been attempting it at homework, and are able to look back over the video when they need clarification.”

The ‘Flipped Classroom’ has also been a feature of Thanom Shaw’s Mathematics Extension 2 classes. As she admits, “it’s really hard to get Mathematics questions completely correct by yourself when you’ve only just learnt something new. It’s even harder to get Extension 2 Mathematics questions completely correct when you’ve just learnt many new things!”

The most common response when a student requests assistance after struggling through homework is “Why is it so much easier when you’re there?”. So Thanom created ten lessons worth of footage covering ten techniques for the topic of Integration. “Students worked through the videos at home, and then during class were able to practice questions with help always nearby. It freed up time for doing mathematics, individually, in class, which is certainly a luxury in the Extension 2 course. Students were able to work through countless questions and seek assistance and clarification as they needed it.”

The response from students has been overwhelmingly positive. They have commented on the advantages of being able to pause or replay sections of video instruction and work at their own pace, of taking more responsibility for their learning and of having more time in class to work on examples with assistance from their teacher rather than “getting continuously stuck”. Students found working more independently was quite liberating and additional time in class to increase their understanding and accuracy particularly rewarding.
WHAT DOES YEAR 7 SAY?

Year 7 students have enjoyed the support of the Tablet PCs as they begin their journey through secondary school. We asked some Year 7 girls for their thoughts and feedback on their new digital learning environment this year. The most common piece of advice would be to organise files effectively and save work regularly.

“The Tablet PCs are an amazing help in class and at home” declares Freda Delphendahl who maintains that they are so beneficial she now doesn’t know what she would do without them. “They are great for organising yourself because almost all of your work is on them in the one place, not in many different books. You know you can never lose work because you save everything on a shared folder that any Tablet PC can access when you log in. In class it makes it so easy to share your homework and do your work because you always have it with you. Another benefit is that the teachers can look at your work from their computer so you don’t need to hand it in or even send it to them. That means no excuses for not doing your homework! At home it’s just as simple to access anything you want on the shared folder and get all your work from there. It’s hard at first to get used to finding all your different subjects’ folders and saving work, but with the great help from the teachers and the IT Department, with some practice you’ll get the hang of it in no time. It’s a great privilege to have the Tablet PCs at SCEGGS and we should make the most of it.”

Ruby Adler also believes that the new Tablet PCs are a privilege and maintains that “it is very important to take great care of them. There are thousands of things you need to remember but these are my top tips. Carry it in your cases at all times, as it’s always better to be safe than sorry. When you close the zipper, watch for the string attached to your pen. Countless times people get it stuck that’s just a massive hassle. Charge, charge, charge! I don’t want to lose any work and I don’t have to. It’s as simple as just popping the charger on at night time and you won’t have to recharge until the next day. Do not download strange things off the internet. It sounds stupid but people do it and then they get a bug! Don’t take this privilege for granted. Have fun and enjoy the fact that we have access to such great resources.”

Reenie Conoleon also likes using her Tablet PC for her work both at school and at home. “I really like the functions of OneNote and the balance that we have when using the laptops and regular text book work. At home, I also use OneNote, sometimes using remote access. I find it really helpful when you’re at home and you can still work on projects using the school’s network via remote access. This is helpful when I have to sync something overnight or even if I need to use another computer to access my data. If I was to give any advice to future Year 7s about the school laptops I would say to experiment at home with themes, settings, adding Wi-Fi and printers and be confident to try and solve problems as much as you can so you can really understand how the computer works. Then you can help others people fix any problems with their Tablet PCs!”

“Getting the laptops definitely changed the way our school days and classes usually work this year,” explains Lucy Cousins. “When my year first got our Tablet PCs it added another responsibility to our list because you have to get used to charging it every night and always carrying it in the case. In our lessons it depends on the teacher wants us to use the laptops in their lesson or not. In some subjects we always use the laptops, never use them or do a half-half between computer and pen and paper. It can be challenging using both because then you still have to bring your pencil case, textbook, folder and laptop. I love that the laptop consists of a range of software like OneNote which in the three terms I have had it is the most amazing application because it is very organised. I have learnt so many new things on my laptop mostly from the mistakes I made like making sure I always know where I am saving class work, which is the advice I pass onto the next Year 7 group!”

READ, LISTEN AND ENJOY ON YOUR TABLET PC

Students are able to browse and select an increasing range of ebooks and audiobooks from the SCEGGS library. Alison Conliffe, our Head of Library and Information Services, explains how.

There are many advantages to reading online, whether while travelling or at home. Girls have fewer books to carry, can highlight and annotate on screen, access further information, search the text for a particular quote or scene as well as adjust the size of the font and the brightness of page.

There are two ways to access the SCEGGS Library’s extensive selection of ebooks and audiobooks:

1. Follow the link from the Library’s Catalogue or go directly to sceggs.lib.overdrive.com (If you would like help setting up your account, please contact Miss Conliffe or other Library staff.)

2. Read and listen to eBooks and audiobooks from the library on the go, or at home with the OverDrive Media Console. The app is a full-featured reading app, complete with customisation tools, bookmarks and a built-in dictionary. It is available for every major desktop and mobile platform. You can also enjoy your favourite audiobooks from within this mobile app or on your desktop at home. The desktop app also supports transfer to a variety of devices and, in many cases, burning to CD for listening on the road.

According to the SCEGGS secondary library’s borrowing statistics, the most popular titles so far this year are:

**eBooks**

1. City of Bones – Cassandra Clare
2. Looking for Alaska – John Green
3. Ed King – David Guterson

**Audiobooks**

1. 4. Alice in Zombieland – Gen Showalter
2. The Notebook – Nicholas Spark
3. The Casebook of Sherlock Holmes – Sir Arthur Conan Doyle
4. Girl, Missing – Sophie McKenzie
5. The Cellist of Sarajevo – Steven Galloway

New titles are posted each month. Happy Reading!

Other questions?

Call us on 9332 1133

If you have any further questions or concerns we encourage you to ring a member of our senior staff:

- Jenny Allum, Head of School
- Holly Gyton, Deputy Head of School
- Liz Cumming, Head of Primary
- Andrew Gallagher, Director of Curriculum
- Sophie Kearns, Director of Pastoral Care
- Ian Ralph, Director of ICT
- Sue Pyneburg, Business Manager

Want to know more?

Visit our website: http://www.sceggs.nsw.edu.au/index.php/news-a-events/11-tablet-pc-program and read through a variety of FAQs and answers that cover:

- The Device
- Educational Issues
- Cyber-Safety
- The Cost
- Loss & Damage
- Keeping Data Safe
- The Tablet PC at Home
- Other Practicals
- Tablet PC Accessories
- Helpdesk