

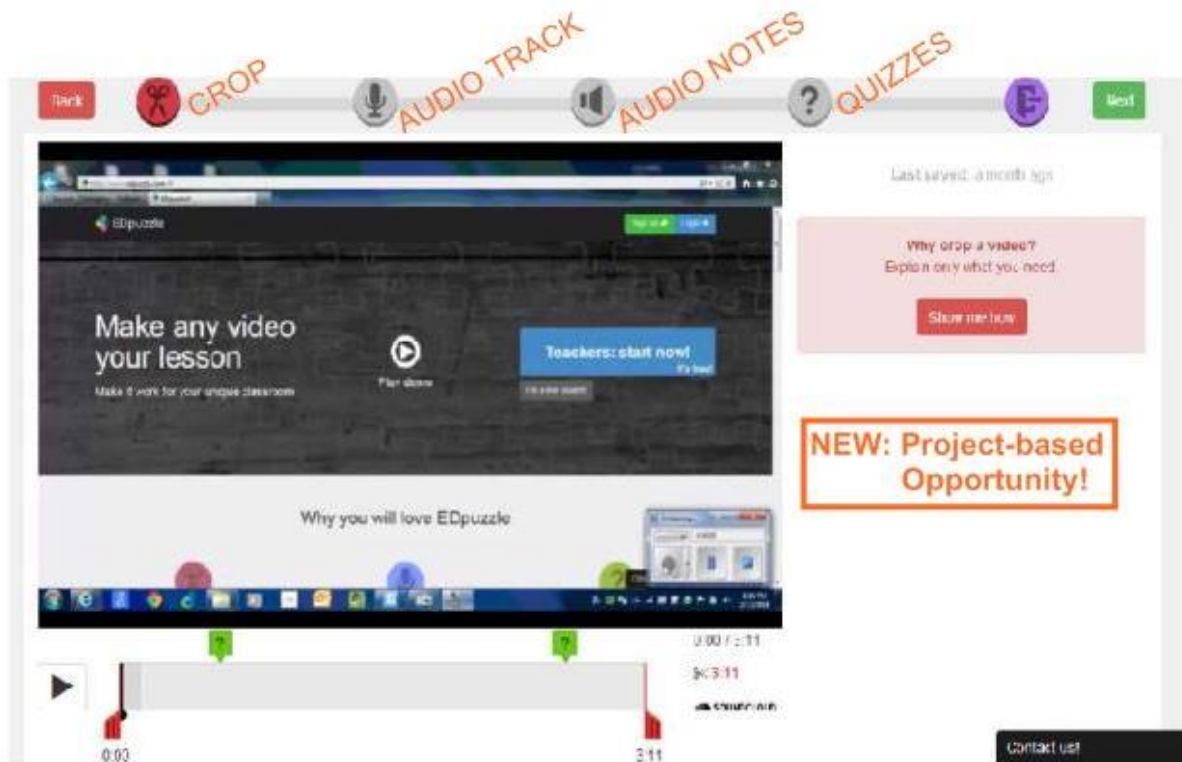
A. Introduction to Teachers:

[EDpuzzle](#) is a video-hosting site that allows account holders (teachers) to upload their own videos and/or other videos off of the web (e.g., YouTube videos).

Given that there are several sites that are becoming available for doing this, EDpuzzle is going several steps further to brandishing a service that students and teachers will find indispensable when it comes to flipped classrooms.

For example, not only can you create your own archive of videos for on-demand use by your students, but you can edit them in ways that make others' videos your own—adding assessment questions and/or comments, recording audio over the existing audio, adding in audio notes, and cropping. The service is easy to use and can be managed simply from a computer.

How can I get the most out the videos I'm making and posting on-line? What if I'd like to use someone else's videos?



For students, viewing can be done on a computer, tablet or smartphone. Recently, EDpuzzle released an app for iOS8 iPhones and iPads. A teacher version is currently in development.

Below are a few screenshots (and notes) of the features available on the teacher's dashboard.

EDpuzzle Assessments

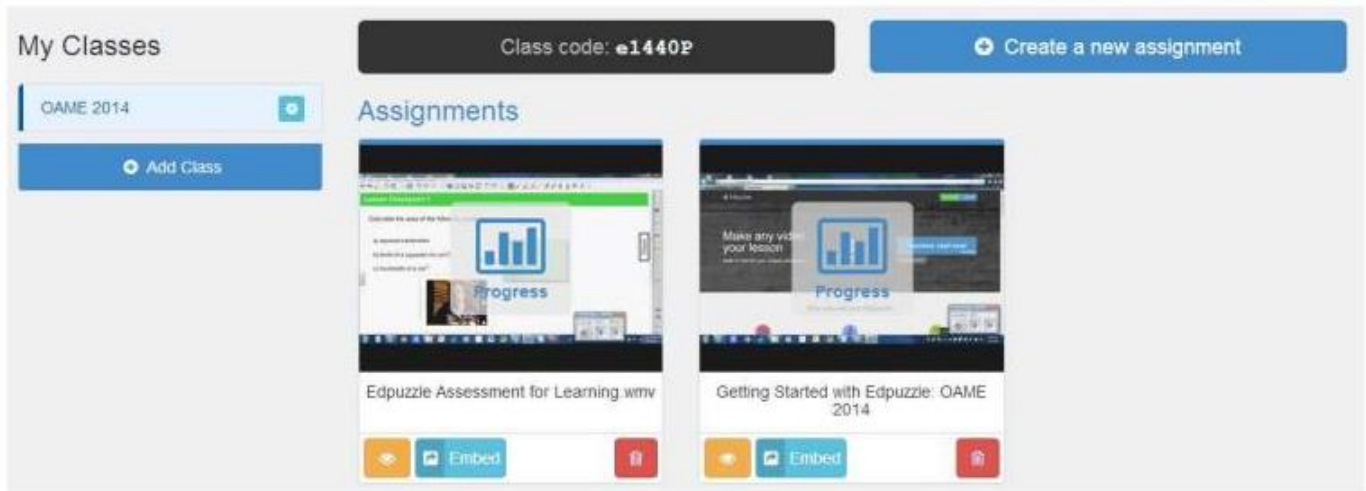


Fig 1. A teacher's landing page shows the classes they've created along with the assignments (videos) they've given to a specific class. From this page, you also have the ability to create/add new assignments, check student progress, and generate links to share/embed your EDpuzzle videos on webpages (e.g., teacher webpage). The 'Class code' shown (above) is an example of a code that you would share with students. Once they've created their own EDpuzzle account, they can join the class by providing the class code when prompted.

EDpuzzle Assessments (HOW MANY WATCHED? HOW LONG? RESULTS FROM IN-VIDEO QUESTIONS?)



Fig 2. When checking student progress, you are able to determine which of your students have watched and when. If using assessment questions, you'll also be able to determine their relative success with those questions. Students are able to view their performance with video lessons when logged into their account. Also note that a teacher has the option to score open assessment items.

EDpuzzle Assessments (HOW MANY TIMES WATCHED? FEEDBACK?)

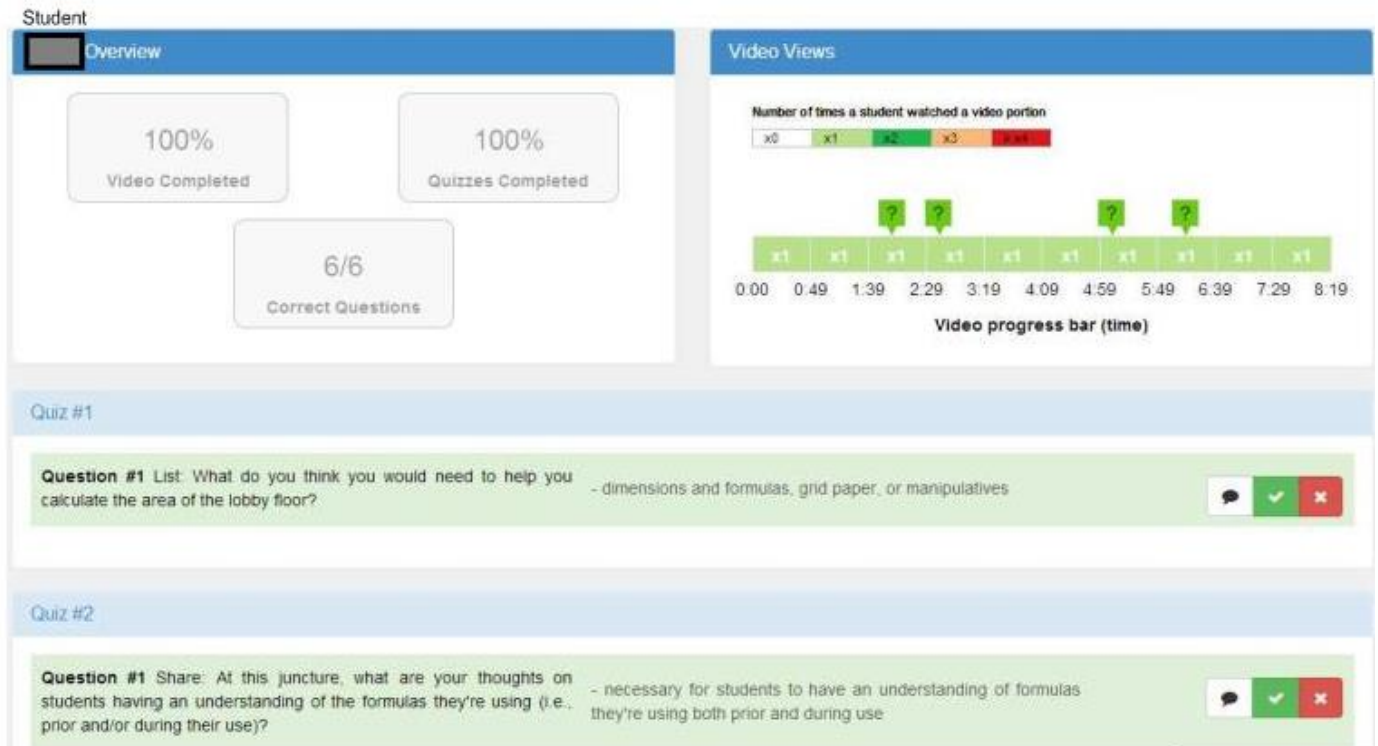


Fig 3. For each student, you can analyze their viewing habits along with their responses. In the top left panel, an overview of video completion, questions completed and relative success with questions is provided. What you might also find informative and beneficial is a 'Video Views' panel (top right). This panel provides details regarding which assessment items might have been missed along with the amount of time that a student has watched specific segments. Lastly, as shown in the bottom panel, a teacher is able to view student responses to questions and can choose to comment (speech bubble) or score each item ('check' vs 'X').

As you can see, there is much valuable information that can be obtained about students' viewing habits and understanding of the content—all of this before returning to class the next day and/or engaging in a follow-up lesson the same day of viewing the video!

B. Getting Started

How do I (Teacher) get started?

1. Firstly, create your own teacher account. You can log-in with Edmodo, Google, or by email/password.
2. Create your first class. Upon creation of a class, you'll get a class code. This class code is shared with students so that they can find your EDpuzzle class once they've signed up.
3. Upload (and edit) content—videos.
4. Assign videos to classes for viewing.

- Track student progress and use the information you gather to help inform teaching and student learning!

C. Why Inquiry? (as possible pedagogy for post-video, in-class lesson)

According to Bergmann and Sams (2014), flipping the classroom helps educators to answer what they call the ‘one’ question: “*What is the best use of face-face time with students?*” Action research into answering this question can help teachers identify elements of practice that give students more autonomy, mastery, and purpose to their learning (Pink, 2009).

EDpuzzle could be a tool that can help educators to answer the ‘one’ question. This micro-inquiry is a first-step in assessing if this specific technology has the potential to transform the learning experience to one with deeper outcomes.

D. How Do I Participate?

The planning required, on your part, is minimal. [Flipping the Focus](#) (Chris Stewart, OCT) has mapped out everything that you and your students require to successfully participate (see table, below). Any technical questions can be directed to flippingthefocus@gmail.com.

Table—Getting Students Involved

| Task | Description of Task | Time Commitment |
|--------------|---|---|
| 1 (Day 1) | <ul style="list-style-type: none"> • Describe EDpuzzle to students (the ‘what’ and ‘why’) • Direct students to create a log-in (www.edpuzzle.com) and enter their <i>Class Code</i>: <ul style="list-style-type: none"> ○ Class Code: _____ (the code you generate for students through <i>your</i> account) ○ Teacher Exploration Only? (Email to acquire test-class link to explore; teacher only) ○ Note: Students are able to create their log-in and view/respond to videos/questions if the EDpuzzle app (download here) is installed on their iPhone and/or iPad • Students view the video and respond to in-video questions <ul style="list-style-type: none"> ○ <i>Optional</i>: A template for notes can be provided if students would like to take notes while viewing (template for notes, uploaded to blog) ○ <i>Optional</i>: Students can watch the video at | 25 minutes (log-on, view, respond); longer, if students are taking notes during the video |

| | | |
|--------------|--|---|
| | home to free up time in class for collaboration and discussion (video available for teacher download, unedited/non-EDpuzzle version for teacher use and/or manipulation) | |
| 2 (Day 1) | <ul style="list-style-type: none"> • Review student answers. You might choose to ... <ul style="list-style-type: none"> ○ plan/give mini-lesson (direct instruction), if necessary prior to learning problem <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ○ use some of the feedback from students to help set the stage for the learning problem | 15 minutes |
| 3 (Day 1) | <ul style="list-style-type: none"> • Present the learning problem (uploaded to blog) • Students work as pairs to solve the problem, making their work visible on chart paper, while their thinking is conveyed to their partner and documented by their teacher | 20 minutes |
| 3 (Day 1) | <ul style="list-style-type: none"> • Begin consolidation of student thinking using samples of student work—looking for the mathematics, helping students make connections, highlighting key ideas | 15 minutes (completes Day 1, 75 min period) |
| 4 (Day 2) | <ul style="list-style-type: none"> • Complete consolidation from previous day • <i>Optional:</i> If additional assessment information is required, an additional problem can be assigned as independent work (not included) | 15 minutes (30; if giving independent work) |
| 4 (Day 2) | <ul style="list-style-type: none"> • Students complete a short on-line survey to share their thoughts re: learning through combination of video and follow-up collaborative problem solving <ul style="list-style-type: none"> ○ Can be completed on computer, iPhone or iPad ○ Create own on-line survey to help gauge impact upon student engagement (survey questions uploaded to blog) • Teachers provide feedback re: impact upon student engagement and learning through this experience through either ... <ul style="list-style-type: none"> ○ Contributing to <i>Flipping the Focus</i> blog for reflection and for receiving feedback through other participants' commentaries. | 10 minutes (Day 2 total time: 25 to 40 minutes) |

E. Thank You

Thank you, in advance, for your interest and participation in this self-directed professional learning opportunity. If you have additional questions or comments, please feel free to direct them to flippingthefocus@gmail.com.

Sincerely Yours,

Christopher Stewart

Program Resource Teacher-Mathematics
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Flipping the Focus



F. References

Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to student engagement*. Eugene: ISTE.

Pink, D. (2009). *Drive: The surprising truth about what motivates us*. New York: Riverhead Books.

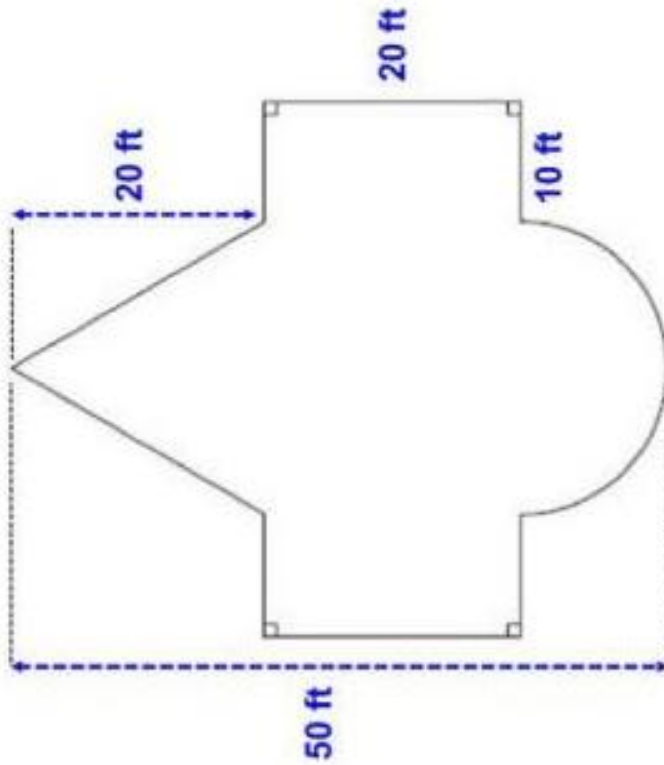
G. Notes Template

Template is available [here](#) for download.

H. Lesson Problem (Follow-up to Minds on ... as shown in video)

Take Action!

The floor plan of the lobby of a hotel is shown below.



The lobby floor will be covered with the following tile:



Enigma
12 inches x 12 inches Bengal
Sierra - 13 Square Feet Per Case

\$34.97

Problem: How many cases of tile will be required? What will the hotel's cost be to purchase the tile?