Using Flipgrid to promote speaking in the virtual classroom

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Session Ground Rules

Mark your attendance with your name in the Zoom chat.

Throughout the session, please make sure to mute yourself.

There is a question/answer section at the end of the session.
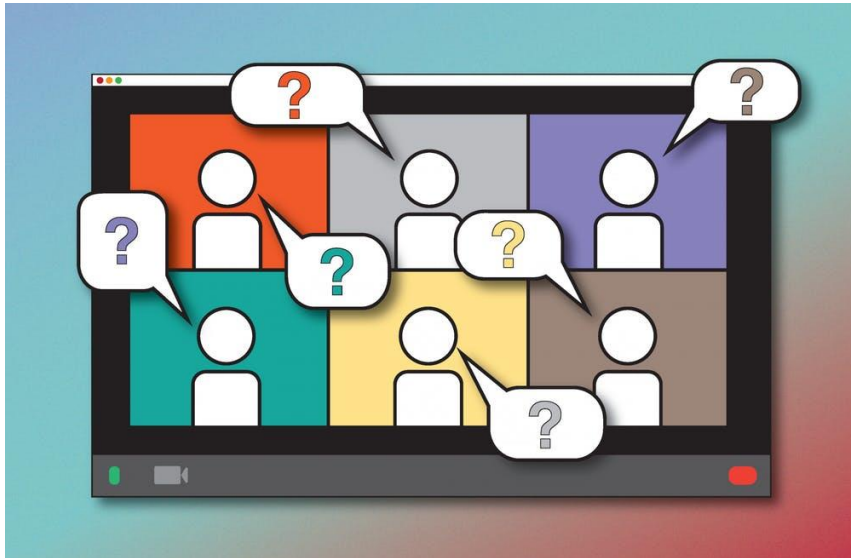
Session Objectives

This presentation will provide teachers with activities that promote more speaking practice for the adult learner in a virtual setting.

In this session, the session attendee will:

- *Discover and add the functions of Flipgrid as an instructional strategy to promote speaking to the teacher toolbox.*

- *Identify ways to use Flipgrid as a tech tool for students to express opinion on guided prompts in the virtual space.*

- *Apply the Flipgrid model to identify one new thing you learned from the session.*
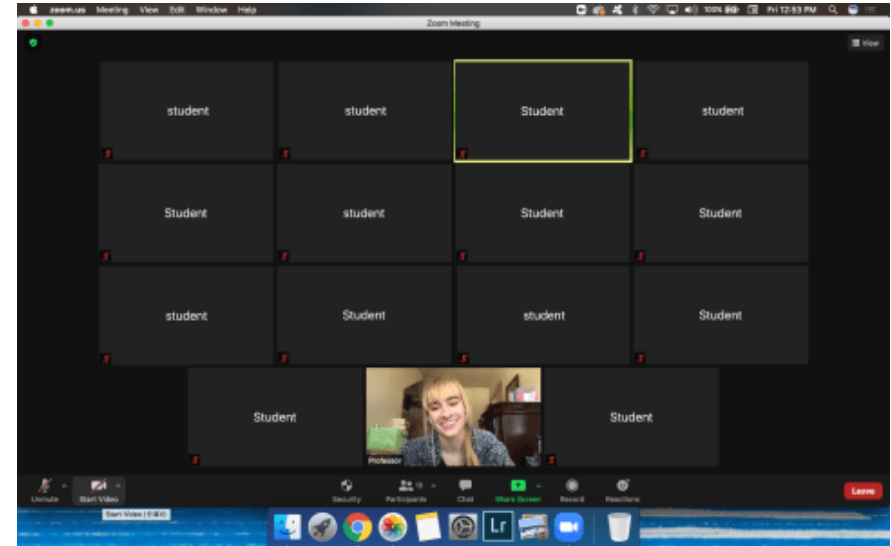
Learning in the Virtual Space

- The Zoom meeting space allows for learning to occur in an adjusted and augmented reality.

- Students' goal forms showed that speaking was the top leading goal to practice in the class.

- Research shows that motivation in adult learners is developed and managed by internal structures that promote and sustain goals, actions, and preferences.

How do I get my students to practice speaking in a virtual space?

- Technology has changed how humans interact and communicate with one another. In the virtual space, adult learners tend to "mute out"

- Web 2.0 applications such as Flipgrid are engaging and encourage students to participate in online learning communities.

- Using prompts allows students to brainstorm and generate ideas in conversational communities.

What is Flipgrid?

- Flipgrid is a free PC and mobile device video discussion platform. It allows educators to use the platform as a means for fostering classroom communities and promoting communication skills.

- Flipgrid is low-stakes and offers a differentiated method for practicing speaking.
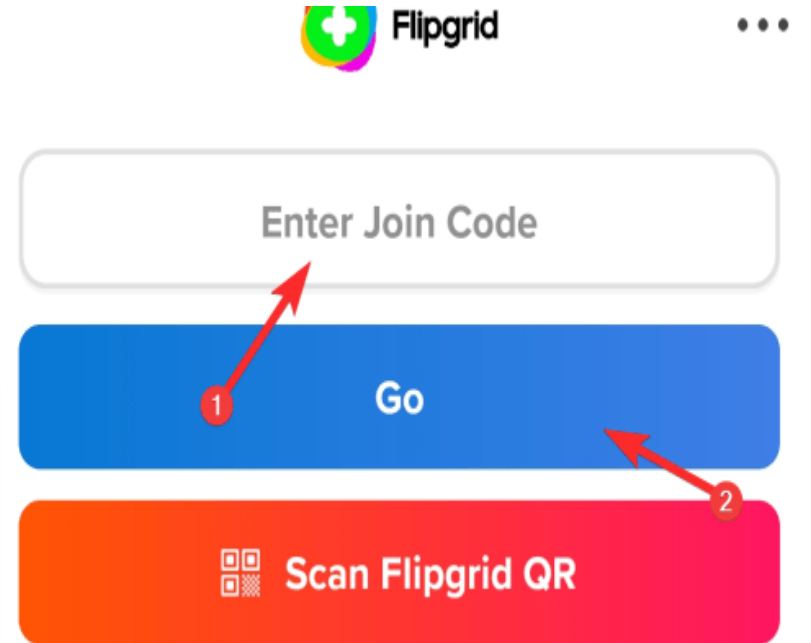
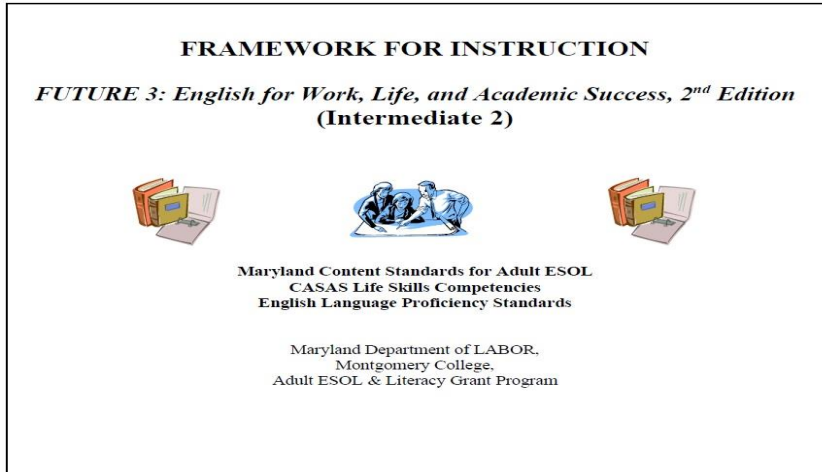Interactive   Accessible   Fun

How does Flipgrid work?

- Teachers create ***groups*** within Flipgrid. Students use alphanumerical ***join codes*** to get access to ***discussions***.

- Students can also use ***QR codes*** to access group discussions.

- ***Lessons learned***: Groups are now set to private. Consider using simple usernames or one email type to use for students.

What will Students talk about?

FRAMEWORK FOR INSTRUCTION

FUTURE 3: English for Work, Life, and Academic Success, 2nd Edition
(Intermediate 2)

Maryland Content Standards for Adult ESOL
CASAS Life Skills Competencies
English Language Proficiency Standards

Maryland Department of LABOR,
Montgomery College,
Adult ESOL & Literacy Grant Program

- To get students to practice speaking, prompts were aligned to content requirements from the curricular framework for Intermediate II.

Focus on major milestones for practicing speaking

- Life skill areas to consider:
  - Goal setting (for school or home, plans for the future, financial planning)
  - The workplace (job interviews, filing complaints, asking for time off, reporting incidents)
  - Health & Lifestyle (daily routines, comparing foods, preferences in foods/exercises, doctor visits)
  - Community (asking/giving directions, voicing community concerns, describing neighborhoods)

A Look at a Flipgrid Prompt

- Speaking prompts are important if you want students to understand the topic.

- Students benefit from the immersive reader feature.

- More or less prescriptive information may be needed depending on the purpose of the Flipgrid activity.

Answering Job Interview Questions

10 responses • 894 views • 0 comments • 11.1 hours of engagement

Hello, students! Today, you will practice answering job interview questions.
You will practice the following:
-Interviewing strategies (pronunciation & clarity---practice, practice, practice)
-Qualities of good employees
-Work history with the present perfect

In your mock interview, you will state the following:
  A. Short greeting with your first and last name (i.e. Good afternoon, it is nice to meet you. My name is...)
  B. A short description about yourself including THREE qualities (i.e. I am very organized. I am a neat person)
  C. One previous job you have worked using the present perfect (i.e. I have (I've) worked at Starbucks. I was a barista).

Best of luck. Let me know if you have questions,
Javier M.
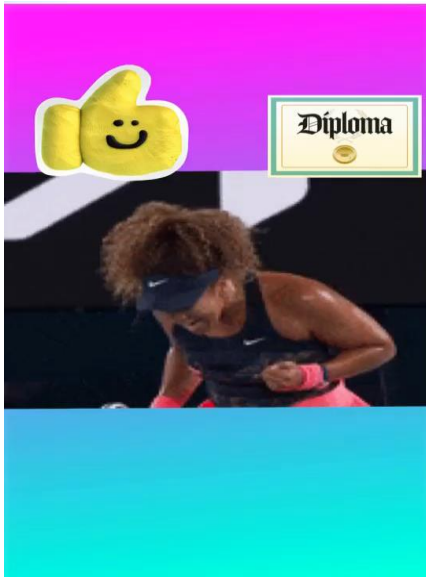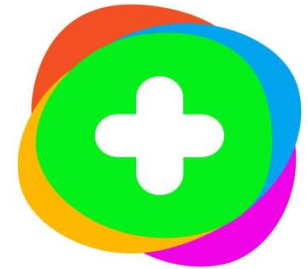
View as student Join Code: ed139876

14 views

videos directions visually/audibly support comprehension
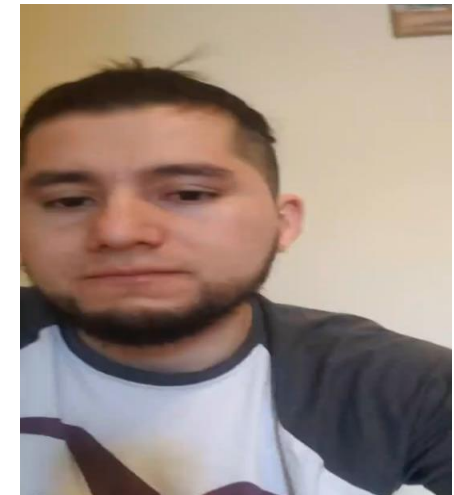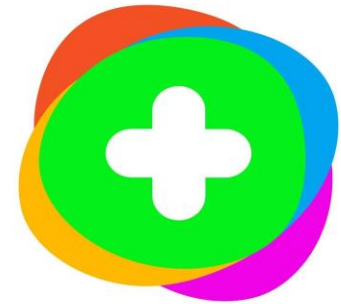
Flipgrid #1: Setting Goals

- The Flipgrid activity was a culminating project for the unit on goal setting. Students learned about long-term and short terms goals. Students used "will" to identify short-term goals that would help them reach a long-term goal.

Flipgrid #2: Job Interview Opportunities

- The Flipgrid activity for this unit consisted of a mock job interview. Students were asked to use vocabulary from the unit in the Future 3 textbook as well as use the present perfect to talk about past events. Students had more time to prepare for this Flipgrid activity.

What do Students think about Flipgrid?

- It is important to gauge how students feel about new tech tools...

- Data was collected to determine the effectiveness of the app. It also supports whether some activities need to be adjusted.

Let's look at some of the data…

Identify Takeaways using Flipgrid

EXIT TICKET

Think about one, new thing you learned about the use of Flipgrid in the classroom. It can be related to Flipgrid or tech use in general.

1. Go to: www.flipgrid.com (using a cellphone is better)

2. Access our "class" with the join code: **d1cc6e03**

3. Use your MC or Gmail email account to gain access.

4. Play around once you're in the class.

5. When you're ready, press "record response" to start.

Use Flipgrid videos as a formative assessment

References

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Questions and Answers

Thank you!
Are there any questions?