



# Building a K12 Foreign Language Flipgrid Community

K12 Flipgrid integration guide

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## How can Flipgrid enhance Foreign Language classes?

One of the major goals of a foreign language class is to help students communicate effectively. Educators often report wanting to help students develop voice in order to communicate verbally what they have learned. Unfortunately, many educators have trouble finding ways to incorporate this type of instruction into their lessons. <sup>[1]</sup> Flipgrid is designed to do just that -- give students a fun and creative avenue to develop voice and provide educators with a simple way to integrate it in their classroom. With each video creation, students consider how they are perceived, the content of what they have shared, and are given opportunities to make changes in response to feedback. Through this process, Flipgrid helps students become stronger communicators and involved digital citizens.

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## Introducing Students to the Social Aspect of Flipgrid

### Grades K-5

Young students typically have little experience communicating ideas to a larger audience. Flipgrid gives them both the opportunity to develop voice and to learn how to present themselves online. Repeated experience using Flipgrid increases their feelings of social connectedness and improves academic performance. <sup>[2]</sup> Even the youngest students have the opportunity to participate as digital citizens, and Flipgrid provides a safe environment to begin learning how to interact online. When encountering Flipgrid for the first time, young students need to know that this is a safe space where creativity is encouraged so that they can develop confidence with continued use of Flipgrid.

### Grades 6-8

Many students in middle school feel especially sensitive to the evaluations of their peers (we all remember this), but those who feel supported by educators and their peers perform better academically. <sup>[3]</sup> Even though students may have experience with posting videos, the idea of their videos being viewed by other students may make them uncomfortable; therefore, several uses of Flipgrid may be needed before students feel more confident in their use of voice. It may be especially important to remind students that they can do as many takes as they want before posting their video. Gaining confidence in self-expression and the respect of others is important for this age group.

### Grades 9-12

Students in high school may already be regular users of social media like Snapchat, Instagram, Facebook, or Twitter. The first few times students use Flipgrid, they may feel uncomfortable because the topics that are discussed on Flipgrid are likely different from the topics students voluntarily post on social media. For this reason, Flipgrid is a valuable tool to help students learn to share their thoughts on important topics. Additionally, educators may open their grids to students in other locations around the world. Open grids help students learn to respect community voice, gain a deeper understanding of citizenship, and experience a wider diversity of perspectives.

Regardless of the age of your students, one of the best ways to help students feel at ease with Flipgrid is to model it yourself by creating a video to introduce the topic and record the first video in your topic to share your thoughts.

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## When are you starting to use Flipgrid?

### Beginning

If you want to use Flipgrid from the very beginning of the class, you can actually start using Flipgrid before your first meeting. Invite the students to introduce themselves on Flipgrid or use Flipgrid to gauge students' knowledge and experience on the general course content.

### Middle

Adding Flipgrid in the middle of a class is a great way to add variety and energy to material. You may want to use Flipgrid as a way to gauge how students are feeling about the class and to gather suggestions for where they would like things to go in the future. Flipgrid can help students practice describing what they learned, explain how what they learned relates to their own experiences, and indicate areas where they need clarification or additional resources. This is a great time for students to use their voice to connect ideas to their own experiences.

### End

Even if you are at the end of a class, Flipgrid can be a powerful tool to invite students to share what they learned over throughout the class and to make suggestions for improvements. Encourage students to be creative in their responses and collaborate with others both inside and outside the classroom.

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## Timely Uses of Flipgrid

### Course Introductions

As previously mentioned, for those of you who are planning to use Flipgrid in a class that hasn't started, videos are a great way to have students introduce themselves in advance of the class. Flipgrid is also a positive avenue to gauge interest and knowledge in a unit or lesson that you are about to introduce. Sometimes Flipgrid is more about finding out what students don't know and what they would like to know, rather than it is a report on what they have already learned.

### One time Uses of Flipgrid

1. Check in on how students are doing, what they are learning, how they are feeling, or how they want to improve and move forward.
2. Evaluate the end of a unit or project.

3. Gather opinions on a major event or specific holiday.
4. Encourage student voice by asking students to make connections to personal experiences.

## Ongoing Uses of Flipgrid

Flipgrid can be used every day or multiple times a day if students have frequent access to technology. Educators who use it every day are likely to use it as a part of regular assignments. They may use it to find out what students know at the beginning of a unit, to help students dive deeper into explaining and applying the content in a myriad of creative ways, or to evaluate the content at the end of the unit. Frequent users may also use Flipgrid as a way to start the day by involving every student in a discussion. Educators could feature a different student's response every day. In order to take advantage of the active social nature of Flipgrid, frequent users can allocate time for students to respond to each other's Flipgrid responses, either face-to-face or on the grid. Educators might also encourage students to post their own questions and topics to Flipgrid to start new conversations. Now is the time to think more critically about how you can connect Flipgrid to the content and purposes of your classroom.

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## Example Topics, Questions, and Themes Mapped to specific Learning Techniques

### 1. Make it Personal <sup>[4]</sup>

- Ask students to share a favorite book, word, adjective, pronoun, or verb, in the foreign language and explain why it is their favorite.
- Invite students to share a time when they incorrectly used a word and how they came to realize the mistake.
- Ask students to talk about what they aren't able to say yet in the foreign language, but wish they could.

### 2. Invite Comparison <sup>[5]</sup>

- Ask students to compare words that appear to be similar but are different in the foreign language.
- Encourage students to explain and give examples of different types of words (pronouns, adverbs, nouns, etc.).
- Ask students to compare similar stories or versions of stories they have read in English to those representing a place where the foreign language is spoken.

- Have students compare foods from the United States to those of a foreign culture.

### 3. Find Meaning <sup>[6]</sup>

- Ask students to think about their values and how those values are communicated or shared in the foreign language and culture.

### 4. Be Current <sup>[7]</sup>

- Encourage students to describe a current event or holiday and how responses to those events may differ in foreign culture.
- Ask students to use different types of words (verbs, nouns, etc.) to describe a current event.

### 5. Use Visuals <sup>[8]</sup>

- Encourage students to include written representations of words, letters, and types of words.
- Invite students to act out meanings of words.
- Encourage students to draw pictures and narrate the story in the foreign language.

### 6. Collaborate <sup>[9]</sup>

- Encourage students to describe a current event or holiday and how responses to those events may differ in foreign culture.
- Ask students to use different types of words (verbs, nouns, etc.) to describe a current event.

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## Grades K-5 Topics, Questions, and Themes <sup>[10]</sup>

### 1. Make it Personal

- Encourage students to choose and describe a favorite word of a particular type (noun, verb, irregular plural noun, adjective, rhyming words, etc.).
- Invite students to describe a favorite idiom, adage, or proverb from the foreign culture.
- Invite students to present nouns that all share their favorite color in common.

### 2. Invite Comparison

- Instruct students to compare similarities and differences between words in English and the foreign language.

- Encourage students to compare cultural differences in foods, dress, arts, or emotional expression.

### 3. Find Meaning

- Invite students to explain the process by which they sound out words and figure out what they mean.
- Encourage students to make connections between words and their uses by finding places or objects that illustrate a word like *busy* or *comforting*.

### 4. Be Current

- Ask students to describe how responses to current events may be similar or different in other cultures.
- Invite students to describe similarities and differences in how holidays or birthdays are celebrated.

### 5. Use Visuals

- Rather than just talking about nouns, verbs, plurals, etc. have students include a few visuals with key words on them.
- Invite students to have conversations with props and illustrations in the foreign language.

### 6. Collaborate

- Encourage students to collaborate in telling a story in a foreign language by using distinct voices to separate the perspectives of different characters.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Grades 6-8 Topics, Questions, and Themes

### 1. Make it Personal

- Instruct students to share a favorite book in another language.
- Ask students to explain how they relate to or identify with a particular historical character from another country.

- Encourage students to choose and describe a favorite word(s) of a particular type (phrases, clauses, gerunds, participles, infinitives).
- Invite students to describe a favorite adaptation of a written work to a visual production.

## 2. Invite Comparison

- Instruct students to compare differences in sentence structure between English and the foreign language.
- Challenge student to make comparisons between cultures in gender and race relations, values, food, dress, or use of money and leisure time.

## 3. Find Meaning

- Ask students to explain issues that matter to them and how different cultures have approached those issues.

## 4. Be Current

- Encourage students to find and compare literature in English and the foreign language that capture themes that are present in current national and international controversies.
- Invite students to compare differences between cultures and across time in oral and written traditions connected to holidays.

## 5. Use Visuals

- Rather than just talking about gerunds, participles, or compound-complex sentences, have students include a few visuals with key words on them.
- Encourage students to act out major themes in the foreign language with props and illustrations.

## 6. Collaborate

- Have students collaborate in telling a story in the foreign language by using distinct voices to separate the perspectives of different characters.
- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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# Grades 9-12 Topics, Questions, and Themes

## 1. Make it Personal

- Instruct students to share and describe a favorite book in another language.

- Ask students to explain how they relate to or identify with a particular historical character from another country.
- Invite students to choose and describe favorite phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) or clauses (independent, dependent, noun, relative, adverbial).
- Encourage students to choose particular passages from a written work in the foreign language that the student thinks are fresh or beautiful.

## 2. Invite Comparison

- Instruct students to compare differences in conversational style between English and the foreign language.
- Invite comparisons between cultures in political and legal systems, child-rearing, or religious practices.
- Encourage the use of literary criticism to compare different responses to a poem or novel in the foreign language.

## 3. Find Meaning

- Invite students to explain issues that matter to them and how different cultures have approached those issues; then map out a small-scale plan on how to improve the current situation.

## 4. Be Current

- Ask students to find and compare literature in English and the foreign language that capture themes that are present in current national and international controversies.
- Invite students to compare how different cultures celebrate rites of passage like birth, marriage, death, or graduations.
- Encourage students to compare differences between cultures and across time in oral and written traditions connected to holidays.

## 5. Use Visuals

- Rather than just talking about hyphenation, colons, or semicolons, have students include a few visuals with key words on them.
- Encourage students to use mystery, tension, or surprise techniques that they can act out/use in a video while speaking the foreign language.

## 6. Collaborate

- Invite students to collaborate in creative storytelling by using distinct voices to separate the perspectives of different characters in the foreign language.

- Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

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## Example Social Feedback (Assessment) <sup>[11]</sup>

1. Building feedback -- provide feedback that helps move students toward the next level of critical thinking on a topic.
2. Highlight student videos in class -- every day or after every use of Flipgrid, be sure to show a few example videos in class and have students discuss the videos and provide feedback.
3. Encourage students to provide feedback on Flipgrid in response to other students' videos on the grid. Students can then respond to those responses, creating response chains that continue growing on interesting topics. Encourage students to keep those conversations going!
4. Students can also evaluate their own work in a Flipgrid video by discussing what they would do differently if given the opportunity to repeat the project.
5. Celebrate excellent videos by embedding them on your classroom website or sharing them with the broader community through other social networking sites, school organizations, or parent organizations.

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## Standards Alignment

We are giving you just a few of many standards that could be met using Flipgrid. Once you start using Flipgrid, you will find many ways the platform can help meet standards in your classroom.

### 1. Standards that align well with "Make it Personal"

- **CCSS.ELA-LITERACY.CCRA.SL.1**  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### 2. Standards that align well with "Invite Comparison"

- **CCSS.ELA-LITERACY.RST.6-8.8**  
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

- **CCSS.ELA-LITERACY.RST.6-8.9**  
Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- **CCSS.ELA-LITERACY.RST.9-10.9**  
Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### 3. Standards that align well with “Find Meaning”

- **CCSS.ELA-LITERACY.CCRA.R.2**  
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **CCSS.ELA-LITERACY.CCRA.W.7**  
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### 4. Standards that align well with “Be Current”

- **CCSS.ELA-LITERACY.CCRA.R.7**  
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### 5. Standards that align well with “Use Visuals”

- **CCSS.ELA-LITERACY.RST.6-8.7**  
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- **CCSS.ELA-LITERACY.RST.11-12.7**  
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

### 6. Standards that align well with “Collaborate”

- **CCSS.ELA-LITERACY.CCRA.SL.1**  
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-LITERACY.CCRA.W.6**  
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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