FLIPGRID.

Building a Higher Education Flipgrid Community

Flipgrid integration guide

How can Flipgrid enhance your classes?

One of the major goals of postsecondary education 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. [1] 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.

Introducing Students to the Social Aspect of Flipgrid

Your students 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.

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.

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.

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

1. Make it Personal [2]

- o Ask students to share a favorite book on your course's topic and explain why it is their favorite.
- o Encourage students to give personal examples or to think about ways that they can apply material learned in the course.

2. Invite Comparison [3]

- o Ask students to compare related concepts or keywords.
- o Invite students to compare present-day views of an issue to how the views have evolved over time.
- o Encourage students to consider and compare the views of multiple authors on a topic and evaluate the validity of each argument.

3. Find Meaning [4]

- o Ask students to generate a list of issues related to the course that are meaningful to them.
- o As a result of information covered in the course, invite students to try out solutions to problems that they discover.
- o Encourage students to describe the process by which they were able to find relevant material to answer an important question in your field.

4. Be Current [5]

- o Encourage students to read, describe, and evaluate responses of experts in your field to present-day events, such as an economist's economic forecast or a political scientist's view of an upcoming election.

5. Use Visuals [6]

- o Encourage students to use graphs, diagrams, and charts to display relevant data, or include a photograph to add an emotional component to a story.

6. Collaborate [7]

- o Invite students to work together to produce ideas in your field.

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

Undergraduate Topics, Questions, and Themes [8] [9] [10] [11]

1. Make it Personal

o Invite students to share what they hope to learn about a particular topic before a particular class or at the beginning of the course.

o Encourage students to share accounts of how class material is personally relevant.

2. Invite Comparison

o Instruct students to compare the primary approaches to gaining knowledge in your discipline to those taken in other disciplines.

o Invite comparisons between positive and negative applications of the material.

o Ask students to take a position on a controversial topic after having read a variety of perspectives.

3. Find Meaning

o Encourage students to choose topics within your field that are especially meaningful to them and investigate them as a major project in the course.

4. Be Current

o Ask students to find and compare responses of experts in your field to current controversies, and then develop and defend their own position.

5. Use Visuals

o Encourage students to film their video using locations that are relevant to the material.

o Invite students to include graphs and charts to display results, and to use other creative visuals to enhance their message.

6. Collaborate

- o Encourage students to collaborate in generating solutions to major problems discussed in your course.
- o Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

Master's Topics, Questions, and Themes

1. Make it Personal

- o Invite students to share their reason for pursuing graduate work in your field, including when their passion for the topic began, why their passion grew as an undergraduate, and what career path they are considering.
- o Encourage students to discuss the personal relevance of all course material and add personal relevance to their responses to their classmates.

2. Invite Comparison

- o Ask students to compare changes in the trajectory of the field and their hopes for directions the field may go in the future.
- o Encourage comparisons of relevant articles and books on topics of controversy, and discuss how members of different groups may view material differently.

3. Find Meaning

- o Invite students to provide input regarding topics they find meaningful to help guide or augment the material in the class.
- o Encourage students to make connections between problems they are trying to address and course material.

4. Be Current

- o Encourage students to find and compare articles that address current controversies in the field and then defend their personal position on the topic.

5. Use Visuals

- o Rather than just talking about ideas, ask students to film their videos in locations that are relevant to the topic.
- o Encourage students to include another person in the video whose story is relevant to the topic.

o   Emphasize the inclusion of charts, graphs, or a demonstration.

6. Collaborate
o   Instruct students to collaborate in designing and implementing a solution to a problem in the field.
o   Collaboration may be especially helpful if students are starting a new topic that they don't feel entirely comfortable with yet.

PhD Topics, Questions, and Themes
1. Make it Personal
o   Invite students to share the research they are currently pursuing, why they chose this line of research, and how it relates to the course material.

2. Invite Comparison
o   Recommend that students compare articles that present conflicting data or theories and debate the merits of each perspective.
o   Encourage students to compare how views on topics have changed and how they could change again the future.
o   Encourage students to consider how their own views on topics have changed and cite relevant research that influenced their change in attitude.

3. Find Meaning
o   Ask students to explain the process by which they chose topics that were meaningful enough to warrant continued research.
o   Encourage students to suggest topics within the scope of the course that they believe warrant continued investigation.

4. Be Current
o   Recommend that students look for examples of how current controversies are related to their field and seek to use relevant material to add evidence or support for one side of the controversy.

5. Use Visuals
o   Rather than just talking about issues, ask students to incorporate creative, meaningful environments.

- o Encourage students to include other people who have contributions to make to the video.
- o Invite the use of any other creative visuals that might increase the validity of an argument.

6. Collaborate
- o Encourage students to collaborate in pursuing a new line of research that results from conversation in class and to present those ideas for review on Flipgrid.

Example Social Feedback (Assessment) [12]

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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