

**Flipping the classroom to create space for
active and deeper learning in the S4
Drama elective module**

**Carmel Divine Grace
Foundation Secondary School**

BACKGROUND OF OUR S4 FLIPPED DRAMA CLASSROOM

Why the drama elective in S4?

- Our students' needs
 - to enhance their **speaking skills**
 - **fluency**
 - **confidence**

Drama Elective

ample opportunities for our students to practise speaking in **fun contexts** with **clear purposes**

The design of our drama module since 2009 – 10

- **Task-based approach**
- Priority given to **speaking & collaborative activities**

S4 2nd term

- **Readers' theatre group performance**
- **Original script writing in groups**

Summer holiday

- **Group's original play performance on video**

S5 1st term

- **Inter-class drama competition on stage**

Challenge encountered

Insufficient time

– In class

- application & collaborative activities
- provision of teacher's support & feedback

– Outside class time

- practise/rehearse in groups

WHY THE FLIPPED DRAMA CLASSROOM?

Why the flipped drama classroom?

1. Make room for **active & deeper learning**

- to **collaborate, apply & create**
- to acquire **timely support & feedback**
- to **self-manage their learning pace & time**
- to **reflect** on their own learning & **raise questions**

Why the flipped drama classroom?

2. To align with our school's major focuses

- a. developing students' self-directed learning skills
- b. incorporating e-learning into the curriculum

WHAT IS THE FLIPPED CLASSROOM?

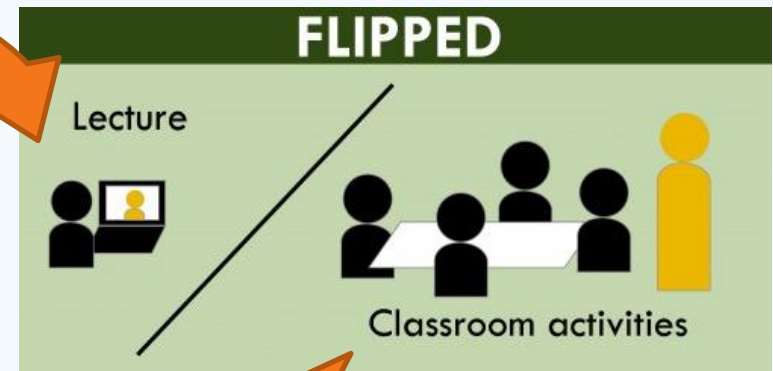
What is the flipped classroom?

(From *FlippedLearning.org*)

Direct instruction



Group learning space
(class)

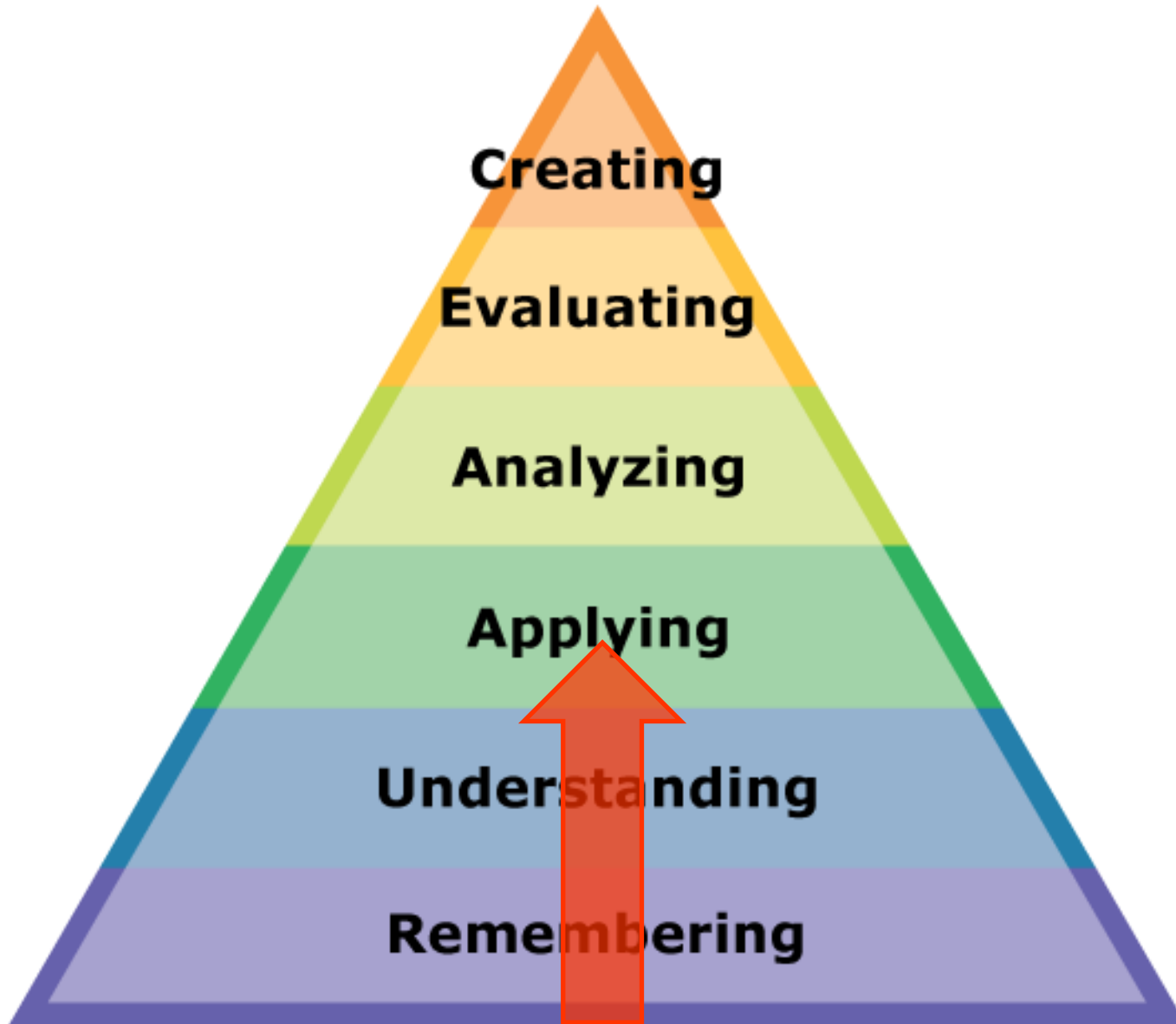


Individual learning space
(home)

In class

- Peer collaboration
- Active & deeper learning activities
- One-on-one intervention

Revised Bloom's Taxonomy



OUR FLIPPED DRAMA CLASSROOM

	The original module	The flipped classroom module
Before class	?	<ul style="list-style-type: none"> • 1st exposure via videos/reading • Q&A
During class	<ul style="list-style-type: none"> • 1st exposure via lecture + Q&A 	<ul style="list-style-type: none"> • Active & deeper learning via activities <div data-bbox="1367 821 1903 968" style="border: 1px solid purple; border-radius: 15px; padding: 5px; text-align: center;">with teacher's support/feedback</div>
After class	<ul style="list-style-type: none"> • Active & deeper learning via homework <div data-bbox="627 1235 1240 1402" style="border: 1px solid green; border-radius: 15px; padding: 5px; text-align: center;">/at the beginning of the coming lesson</div>	<ul style="list-style-type: none"> • Reflection

In the pre-lesson preparation tasks

**HOW ACTIVE AND DEEPER LEARNING
WAS FACILITATED**

Pre-lesson preparation tasks

- First exposure to the content **at home**
 - learn **at their own pace**
 - can replay/re-read the content as many times as required
 - have **time to reflect**
- Focused on stimulating deeper learning
 - for **every student**

Materials for learning the content

- Very short videos
- Quizlet sets
- Reading texts (e.g. play scripts)

Pre-lesson preparation tasks

1. Online worksheets (Google Forms)

■ For students:

- to **provide incentives & instill accountability** for learning the content before class
- to encourage **deeper learning**

■ For teachers

- to **obtain information** on students' mastery of the content

2. Taking note of key points in the materials

- ### ■ For students to remember & demonstrate their understanding of the content

Stimulating deeper learning in **the pre-lesson preparation tasks**

Preparing to read aloud in
class : **to apply**

Practise reading Sentences 1 to 5 aloud fluently with appropriate **stresses, rhythm & phrasing**. You'll have to demonstrate how to **read them aloud in the coming lesson**.

Stimulating deeper learning in the pre-lesson preparation tasks

Writing a short paragraph
with new words: **to apply**



Write a short PARAGRAPH USING 3
new words from Q2a.

Stimulating deeper learning in the pre-lesson preparation tasks

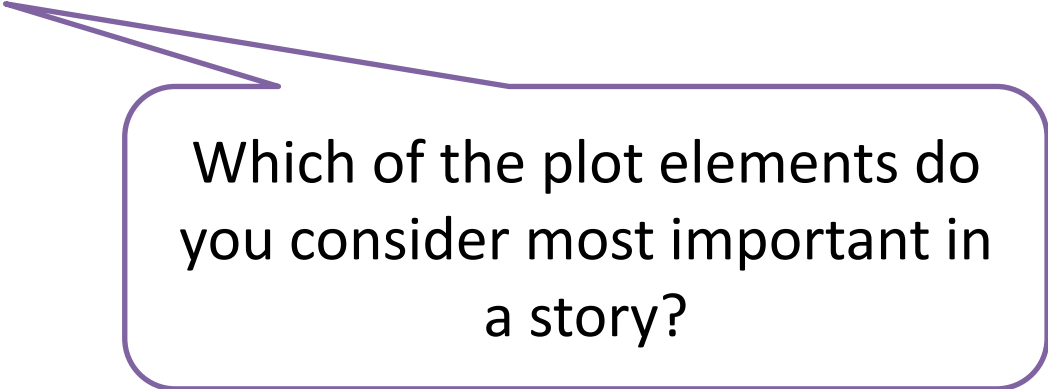
To explain

Stimulating deeper learning in the pre-lesson preparation tasks

To evaluate & justify

Refer to the rubrics on pg. 34 in the booklet & support your answer with examples from the videos.

Stimulating deeper learning in the pre-lesson preparation tasks



Which of the plot elements do you consider most important in a story?

To evaluate & justify

Stimulating deeper learning in **the pre-lesson preparation tasks**

Write a question you still
have about ...

**To reflect & raise
questions**

During class time

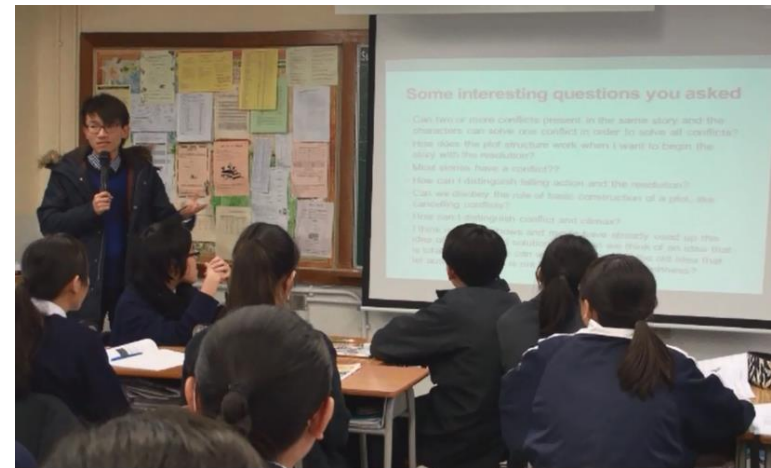
**HOW ACTIVE AND DEEPER LEARNING
WAS FACILITATED**

A typical 80-minute drama elective lesson

5'	Orientation
15'	Follow-up activities on the pre-lesson assignments
30'	Active & deeper learning activities <i>focusing on application, evaluation and creativity</i> <ul style="list-style-type: none">• <i>Teacher checking in with students constantly, redirecting & focusing</i>• <i>Whole-class clarification if needed</i>
25'	Students' production & peer/teacher feedback
5'	Debriefing & conclusion

Active & deeper learning activities **in class**

- **Follow-up on pre-lesson preparation task**
 - **Discussions to**
 - **address common errors**
 - **facilitate more in-depth understanding of the key concept(s)**
 - **answer student-generated questions**



Active & deeper learning activities **in class**

- **Task-based student-centred collaborative activities**
 - **to engage**
 - **to evaluate & apply new knowledge & skills**

Active & deeper learning activities **in class**

- **Stresses & meaning**

→ **Short scene performance: “I didn’t say we should kill him!”**



Active & deeper learning activities **in class**

- **Readers' theatre**
 - rehearsal
 - performance
 - peer & teacher's feedback



Outside class time

**HOW ACTIVE AND DEEPER LEARNING
WAS FACILITATED**

Active & deeper learning **after class**

- Group reflection log (*Google Doc*)
- Collaborative script writing (*Google Doc*)
- Group drama portfolio

Active & deeper learning after each lesson:

Group reflection log

- To encourage further reflection & exploration of the topics

Active & deeper learning after each lesson:

Original script writing (Group work)

- For stage performance
 - to encourage application of the lesson learnt in the module
 - to enhance students' collaborative & self-management skills

Active & deeper learning after each lesson:

Drama group portfolio

- To encourage students to take the **responsibility for managing their own learning & tasks**

Active & deeper learning after each lesson:
Self-access learning materials for review & extended learning

- To encourage students to take the **responsibility for extending their own learning in the subject**

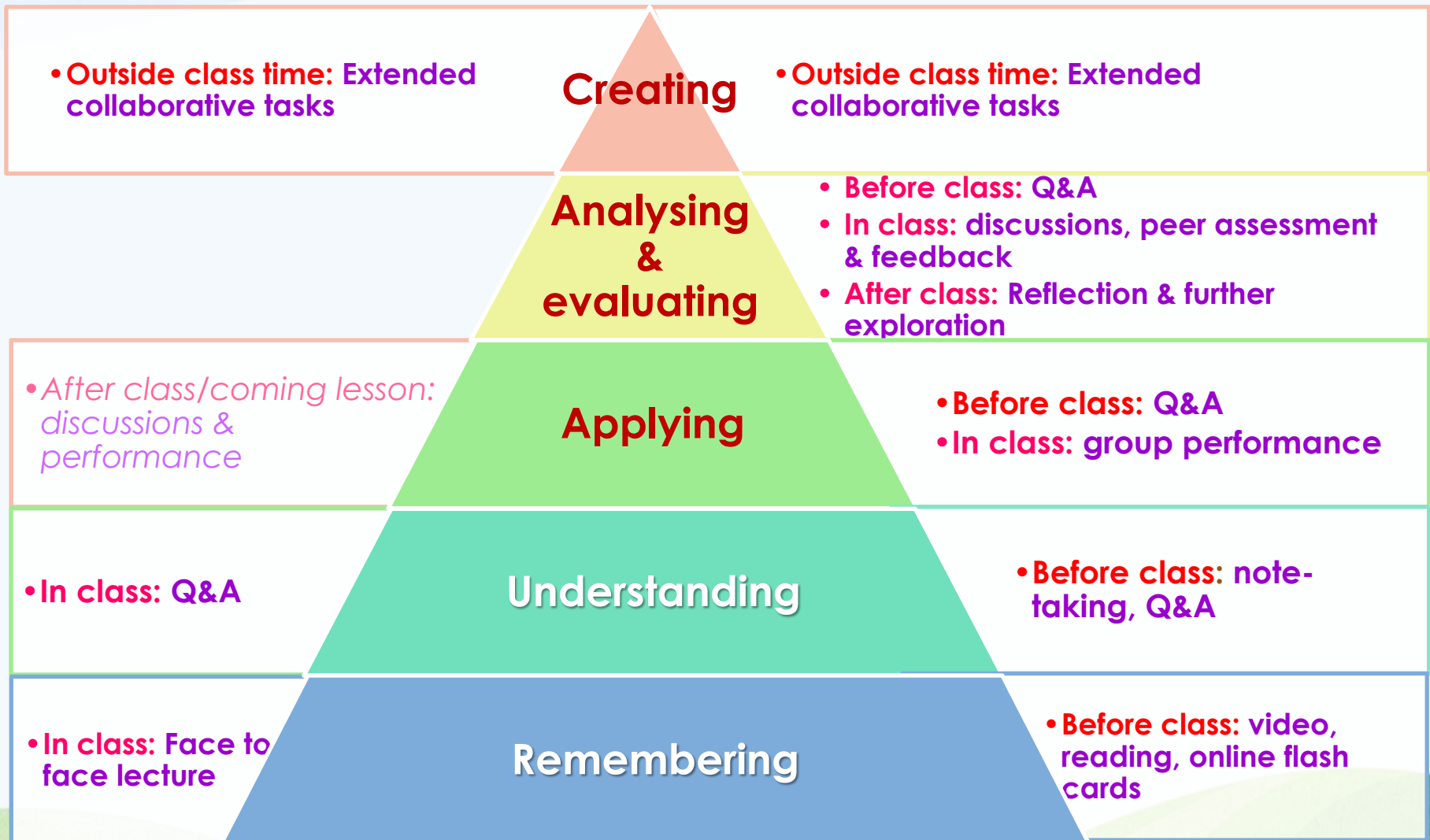
The drama module website (*Google Site*)

- Learning resources
 - Pre-preparation tasks
 - Online flash card for revision
 - Self-access extended learning materials
- Guidelines for managing the tasks

Revised Bloom's Taxonomy

The original module

The flipped classroom module



IMPACT

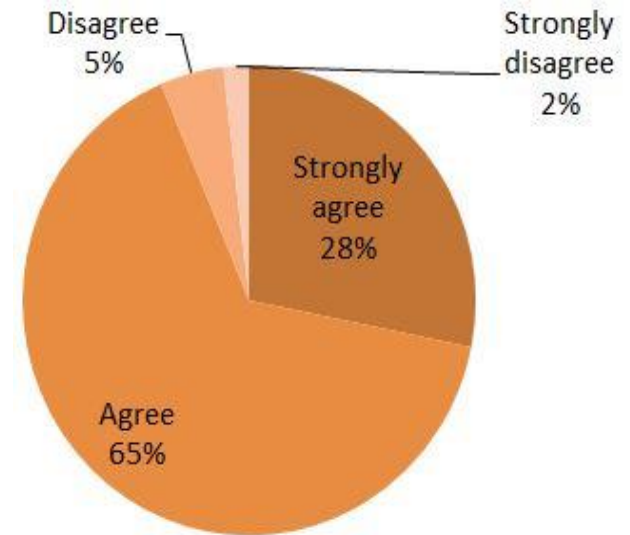
Impact

- **Deeper learning** and development of **higher order thinking skills** **for all students** **all students**
- **Better management of learning** through the **use of different e-learning tools**

Impact

- Increased **student collaboration to co-construct knowledge** both inside & outside class

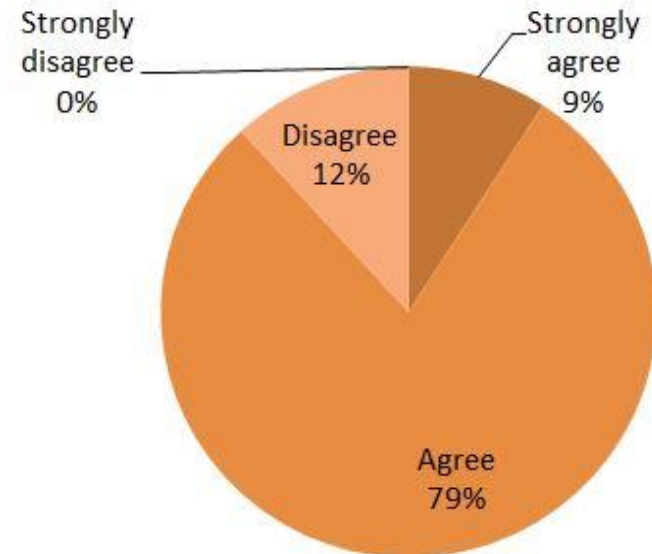
I had a lot more opportunities to work with my classmates during lessons in the Drama module than the other English lessons.



Impact

- Increased **confidence in speaking English**

The Drama module helped me to **improve my spoken English**.



Impact

- **Increased confidence in speaking English**

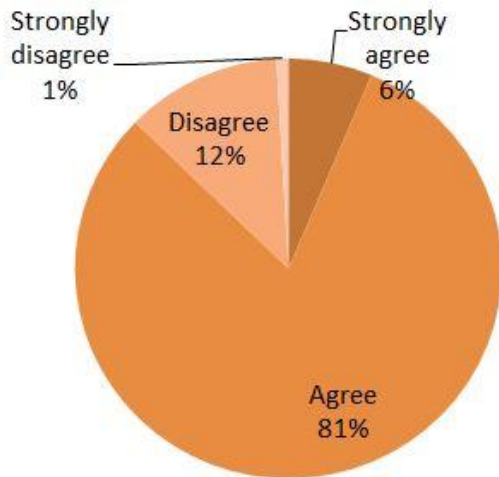
Definitely I was impressed by my own presentation of the wolf.

Kathy and Kaman read their lines clearly and confidently. I was surprised as they looked shy.

I was surprised at that moment *0*

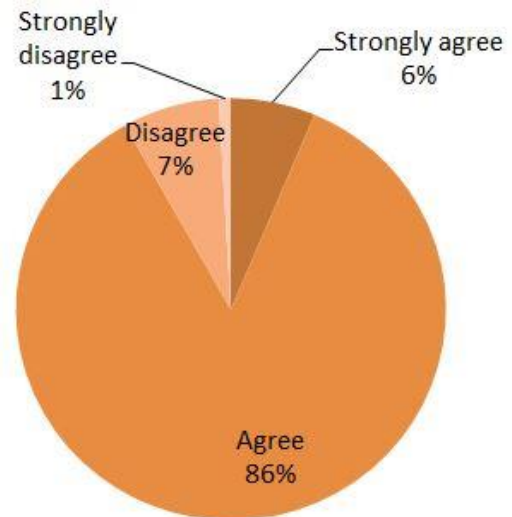
Impact

- **Improved motivation in learning**



The videos in the pre-lesson preparation tasks **could always help me learn the key concepts** of the lessons.

I **enjoyed the lessons** of the Drama module very much.



Impact

- **Teachers' capacity** in adopting **the flipped approach** and **implementing e-learning** to facilitate students' deeper learning & 21st century skills has been built
 - e.g. flipped grammar lessons, Google Form used as preparation task before drama performance

SUGGESTIONS & TIPS FOR TEACHERS

Preparing the teachers

- making sure that the colleagues **understand**
 - what the flipped classroom is
 - its benefits
- **sharing objectives & success criteria**
- providing **hands-on experience** in using the **e-learning tools**

Preparing the students

- Explaining expectations
- developing students' skills & confidence in using the e-tools
 - hands-on experiences
 - self-access materials (*e.g. online how-to videos*)
 - inviting tech-savvy students to be their peers' "go-to person" for technical support

SOME FREQUENTLY ASKED QUESTIONS ABOUT THE FLIPPED CLASSROOM

How do I ensure that students do the pre-lesson learning tasks?

- provide means to ensure completion of tasks, *e.g. online worksheets*
- allow sufficient time for students to complete the tasks
- make in-class activities & pre-lesson tasks closely related
- content covered in pre-lesson tasks will only be further explored & **NOT** repeated in lessons
- give recognition to students who did well in the pre-lesson learning tasks

How do I find time to flip my classroom?

- start small
 - one lesson instead of all
- start from topics that already have appropriate texts or multi-media materials as input

Is the flipped classroom for more proficient students only?

- No

- more time in class for

- one-on-one instruction

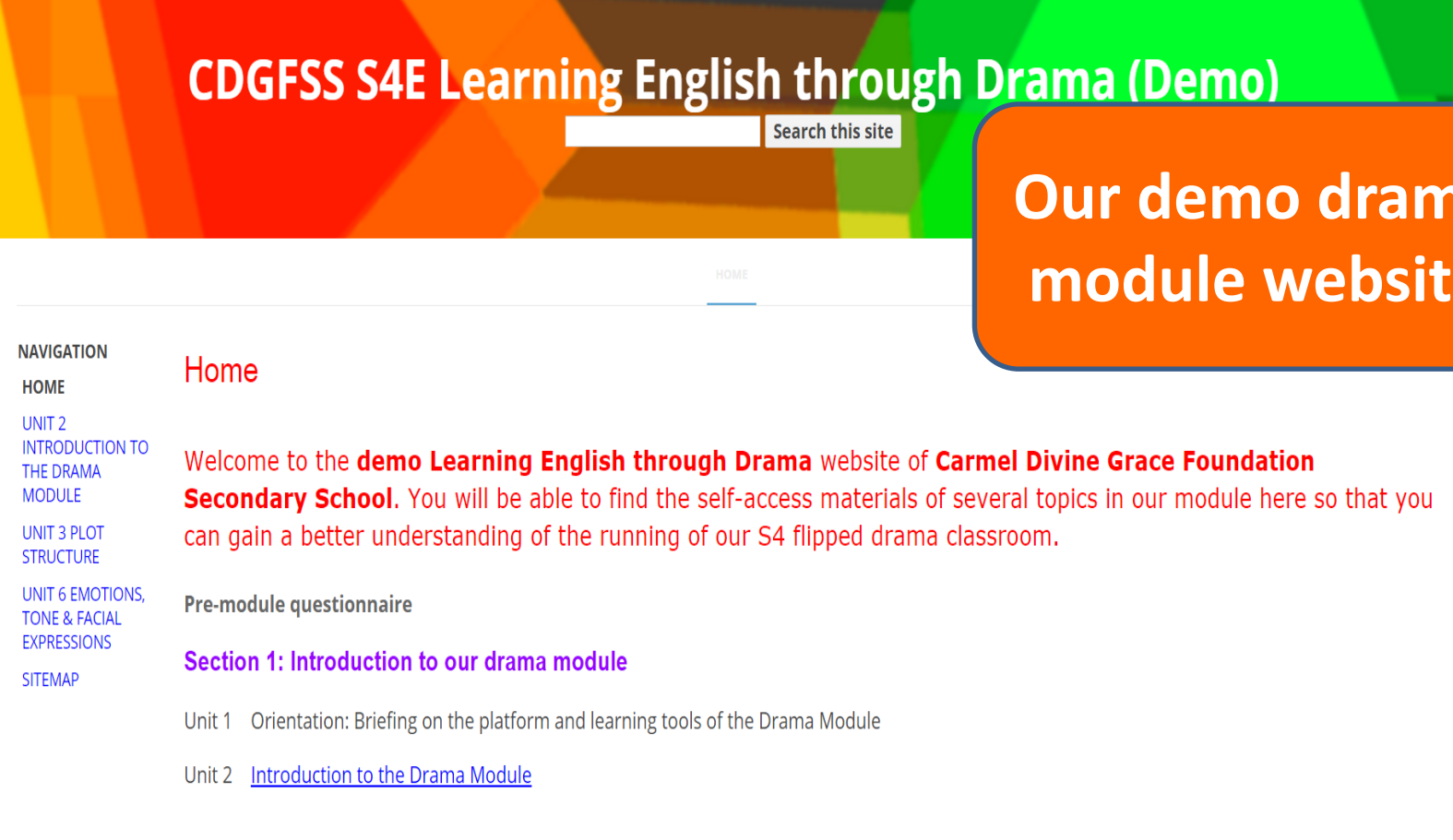
- students to raise questions

‘Flipped learning is not about flipping the “when and where” instruction is delivered, it’s **about flipping the attention away from the teacher and toward the learner.**”

Brian Bennett & Aaron Sams

Learning more about our flipped classroom drama module

- Compendium article (pg. 193 – 201)

- 

CDGFSS S4E Learning English through Drama (Demo)

Search this site

HOME

NAVIGATION

HOME

UNIT 2
INTRODUCTION TO
THE DRAMA
MODULE

UNIT 3 PLOT
STRUCTURE

UNIT 6 EMOTIONS,
TONE & FACIAL
EXPRESSIONS

SITEMAP

Home

Welcome to the **demo Learning English through Drama** website of **Carmel Divine Grace Foundation Secondary School**. You will be able to find the self-access materials of several topics in our module here so that you can gain a better understanding of the running of our S4 flipped drama classroom.

Pre-module questionnaire

Section 1: Introduction to our drama module

Unit 1 Orientation: Briefing on the platform and learning tools of the Drama Module

Unit 2 [Introduction to the Drama Module](#)

Section 2: Writing the script for the group's performance

Our demo drama
module website