OLD GOLD! – THE FLIPPED CLASSROOM

Personal and Social Identity

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Syllabus Content

- the development of personality, self-awareness and self-concept

Related concepts

The self and self-concept; socialisation

Syllabus Outcomes

P1   identifies and applies social and cultural concepts

P2   describes personal, social and cultural identity

Rationale

This resource from Maxine Johnson is a timely reminder of how existing pedagogies like the Flipped Classroom can be engaging access points for those teaching remotely. Throughout this resource, this pedagogy is explained and modelled within the Personal and Social identity course work. The links and activities remain keenly relevant for today's students and the current course and such a strategy can be further applied across a sequence of activities or a unit. It may be of particular use to those employing a learning management platform like Google Classroom or Microsoft Teams as monitoring student completion of homework can be completed efficiently.
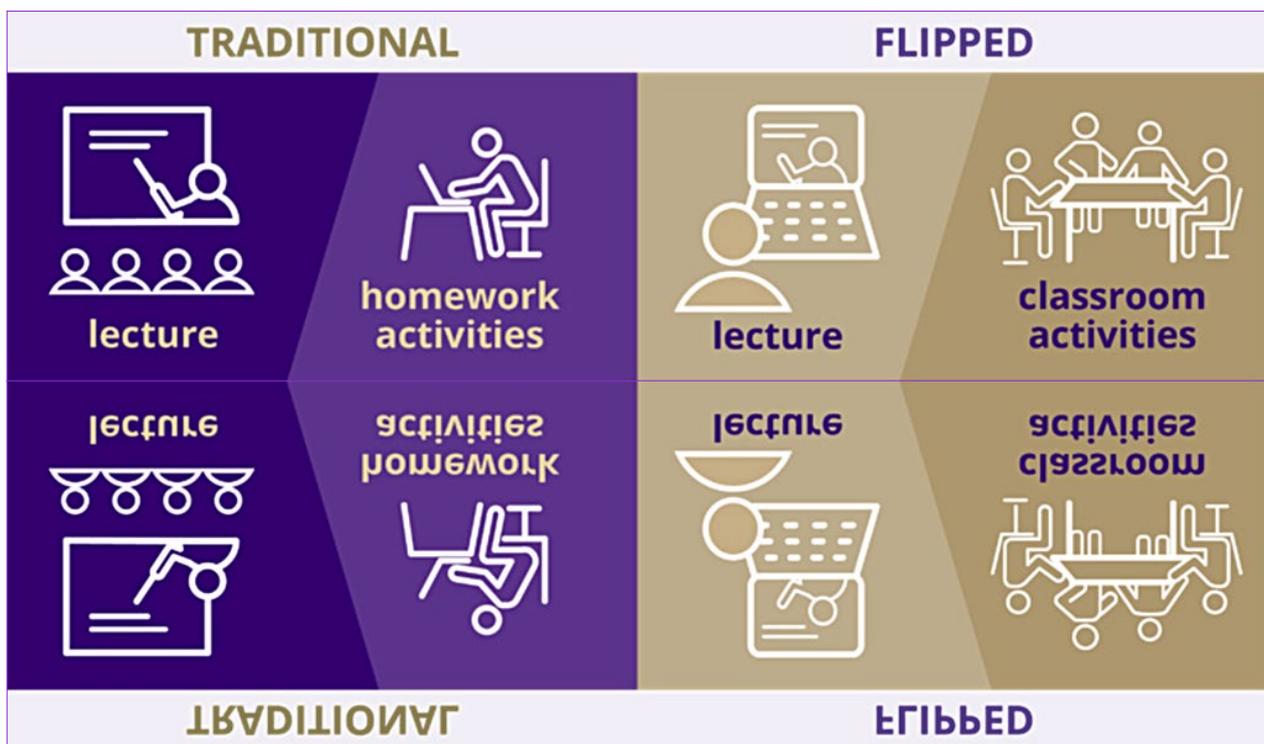

Image source: https://teaching.washington.edu/topics/engaging-students-in-learning/flipping-the-classroom/

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Unsplash image by Leon

The flipped classroom is a pedagogical model that engages with technology including the internet and is highly suitable for the Society and Culture classroom. It's called the flipped classroom because the classwork and homework paradigm is 'flipped'. The flipped classroom is a reversal of the traditional method where the homework is given after the lesson content. In the flipped lesson the teacher asks students to gain exposure to new material for class as homework for example, students are asked to read a case study or watch a short film, read class notes or view a podcast at home. Then in class, time is spent meeting face to face to collaborate, debate, discuss the new topic and apply the new knowledge brought together by the teacher or lesson facilitator. The flipped classroom is not new and embraces the shift towards active and personalised learning and focuses on higher order thinking skills such as analysis, synthesis and evaluations as per Blooms taxonomy. The Socratic Method is used in Universities where students are required to study the material before class or buckle under the lecturer's questioning. We know students learn best when they are actively engaged with the content and are applying those course concepts to the world around them. Flipping the classroom encourages ownership of learning while promoting deep learning and equipping students with collaborative and creative skills required for adult learning.

The flipped classroom can take on many different looks according to the teacher's skills and expertise, resources, class size and nature, support and readiness to change. There is so much room to introduce all forms of educational technology. For example evaluation of the flipped classroom topic can be via an online medium. Designing a flipped learning experience is diverse, very interesting and exciting.

How to start

*S*tart small, unless you have some time on your hands and support for change – always have the end in mind. I started with asking students to read at home before class, then I was able to use class time for discussion and knowledge building. I also targeted an aspect of a depth study that I felt would be successful and where I already had some resources. It is also about knowing what is out there on the internet and how these resources can integrate to create a successful learning experience. I made a list like the following and then began designing the flipped experience. Responsibilities lie with the teacher to be organised and facilitate the learning experience and then also with the student to be responsible for learning and be ready for class.

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Avenues for the pre class experience	Strategies for the classroom	Evaluation or reflection of the lesson
Concept test or quiz via school intranet or Moodle Edmodo activities eg Reading via a journal YouTube Case studies Podcast State Library online resources Film a small section of a lesson and upload	TPS or think first, then pair and share Collaborative discussion with question framework and butchers paper Use of quotations for discussion Class debate – two sides of the room – the red team the blue team; each student holds a coloured square od paper and folds it when they have spoken. An adjudicator assigns points Role play where significant stakeholders come together for a summit meeting Muddiest or clearest point in today's lesson Write an emotional response Write an entry in daily journal Write a response to a teacher centred activity Student summary of another students response Fish bowl – students place questions to be answered in the bowl Flash cards	I minute (or 2 minutes) paper or thesis Micro blogging Wikis Discussion board Twitter

On the following pages is one of my 'flipped learning experiences' for the Preliminary Course in Personal and Social Identity and the bullet point

- the development of personality, self-awareness and self-concept

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Ask students to do the following TWO activities before class

1. Click on the following url and listen to the podcast on nature and nurture http://www.npr.org/2007/10/25/15629096/identical-strangers-explore-nature-vs-nurture

2. Complete the eTutorial on Personality – printed below

A personality is unique to each individual and is best described as a pattern or combination of thinking and behavior that is unique to you. Your personality and identity is the outcome of socialisation and all of the experiences that you have had growing up.

Complete the table with your ideas for the meaning of these concepts

Personality	
Self-awareness	
Self-concept	
Identity	

To check your understanding of the difference between self-concept and personality click here http://wiki.answers.com/Q/What_is_the_difference_between_self_concept_and_personality?#slide=8

To check your understanding of the difference between self-concept and self-awareness click here http://wiki.answers.com/Q/What_is_the_difference_between_self-concept_and_self-awareness?#slide=2

To check your understanding of the definition of identity review the syllabus definition

The theory of Personality Types states that individuals are:

1. either primarily **E**xtraverted or **I**ntroverted
2. either primarily **S**ensing or i**N**tuitive
3. either primarily **T**hinking or **F**eeling
4. either primarily **J**udging or **P**erceiving

To learn about your personality type click here and watch the following film https://www.youtube.com/watch?v=WQoOqQiVzwQ and then go to the following web site http://www.typefinder.com/view/types to learn more about each personality type and then tick your personality type below.   Are you an ISTJ or ISFJ or INFJ or INTJ or…

✓   ✓

	Extraverted	**I**ntroverted	
	Sensing	i**N**tuitive	
	Thinking	**F**eeling	
	Judging	**P**erceiving	
	My personality type is		

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3. In class, view the film "Stand by Me" and complete the worksheet.

4. Pair and share their experiences of the film and the eTutorial activity i.e. taking the personality test and learning of their personality type.

5. Classroom discussion on nature and nurture and its influence on gaining a personality OR the topic: gaining a personality is a biosocial process.

6. Write a 'one minute' response on the relationship between personality and personal identity or distinguish personality and self-concept. (in your answer use the word 'whereas')

7. Reflective response from today's lesson: write a paragraph that begins with "Today I learnt …"

The flipped classroom learning experience has a greater focus and on concept exploration, making meaning through deep exploration and demonstration of application of knowledge. Significant learning opportunities can be gained through facilitating and guiding active learning and engaging students in a cohesive learning experience. I encourage you to flip a lesson!

More about the 'flipped classroom' can be found at the following links:

http://staff.mq.edu.au/teaching/curriculum_assessment/curriculum_design/flipped/

http://fln.schoolwires.net/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web.pdf

http://web.calstatela.edu/dept/chem/chem2/Active/main.htm

Film: Stand by Me (1986) set in Castle Rock over Labor Day weekend, 1959. Four boys, inseparable friends set out in search of a dead body that one of the boys overhears his brother talking about. The foursome consists of intellectual Gordie (Wil Wheaton), born leader Chris (River Phoenix), emotionally disturbed Teddy (Corey Feldman), and chubby hanger-on Vern (Jerry O'Connell). The boys' adventures to find the elusive body are coloured by their personalities and their personal experiences. Richard Dreyfuss, playing the grown-up Gordie, narrates the film.

Character	Describe their character	Identify their personality type I or E S or N T or F J or P	Nature features	Nurture (socialisation) features
Chris Chambers				
Gordie Lachance				
Teddy Duchamp				
Vern Tessio				