

Flipped Classroom Learning

Use that Fire Porn! - Christopher Huston

For years, Instructors and students have benefited from using the internet to add value to Firefighter training. More recently the term *Flipped Classroom* has infiltrated our vocabulary in the Fire Service. The simple definition of Flipping the Classroom is to have students gain knowledge before coming to class. The classroom time is then used to ensure learning has occurred. In the case of the Fire Service, the trainee understands the content before coming to the session and the session can focus on hands on training.

One of the most popular and easy ways to *Flip your Classroom*, is with internet videos. From the most basic lesson plan that has students watch content filmed by others of real fires or demonstration videos. Up to more complex ones made from videos you create, using visual content provides tremendous learning situations.

Several commercial programs exist that you can provide to students when flipping your classroom. One such program is called **VideoNot.Es**. This website utilizes a side by side work area, where on the left has the video content and on the right, a note taking area.

To execute this lesson, you will first layout your objects for the student. For this example will have the students watch a video of a house fire with a dynamic fire event. You, the Instructor, will send the students the video link (YouTube in this case) and have them navigate to <http://videonot.es>

While watching the video, students will enter notes

on the right portion of the work area. When an entry is made, VideoNot.Es time stamps the note. The students will identify what they think are important items during the video. These could include:

1. **Fire Department Arrival**
2. **Front door opened**
3. **Window breaks**
4. **Smoke color changes**
5. **Velocity changes**
6. **Smoke explosion**
7. **Evac order given**

Once the student has completed the video, they can send the notes to you or print them for class. All students then come to class with their observations and are ready to discuss them during the session. This method ensures students watched the entire video and met the objective of the lesson., not just viewing FIRE PORN!

