

I Flip You Flip We All Flip



The Flip Camera and Foreign Languages Towards a Digital Literacy?

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Why Use Flip Cameras?

- ☀ The flip makes video-production much easier and simpler:
 - ★ No tapes, SD cards, or cables
 - ★ No buttons-jungle
 - ★ Easy to use: less than 10 buttons and functions
 - ★ Easy transfer of high-quality video directly to your computer with a USB **flip out** (hence the Flip name) connector
- ☀ Great for limited budgets (inexpensive, less than \$150 per device)



According to USA Today, Flip camcorders are currently the No. 1 best-selling video camera at Amazon and Target.

Why Use Flip Cameras?

- ☀ Can be used on a daily basis for instruction and assessment:
 - ★ Record daily lectures and class discussions, etc.
 - ★ Record oral interviews and exams
 - ★ Record role plays, collaborative projects, peer interviews, etc.
 - ★ Create video (digital) stories
- ☀ Distance learning: share of videos between faculty and students or faculty and faculty



Simulations

- At the doctor's office
- In the restaurant
- On the phone making a reservation, etc.
- At the hotel
- At the border with immigration officers
- A job interview
- In the basar/ market/ bakery/ grocery

Who does what?

- Director
- Camera person
- Cast
- Behind the scenes
 - Costume designers
 - Make up artists
 - Graphic artists
 - Lighting director
 - Prop assembly

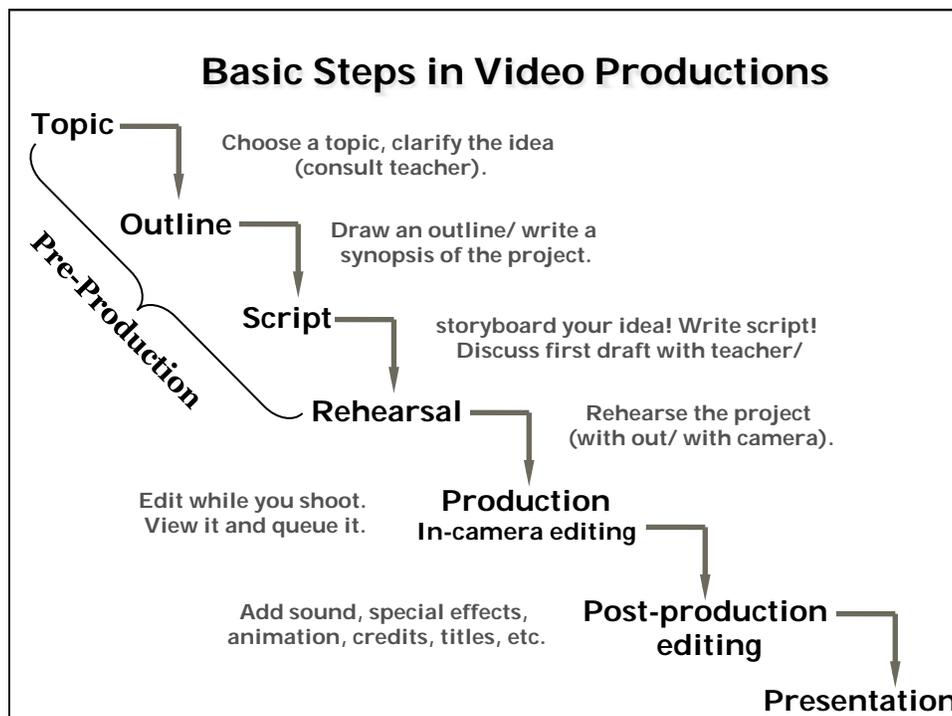
Important

- Brainstorm in small groups about content of film/ story
- “The less is more” and “Brevity is the soul of wit.”
- Use a storyboard template like this one: [SB-Template](#)

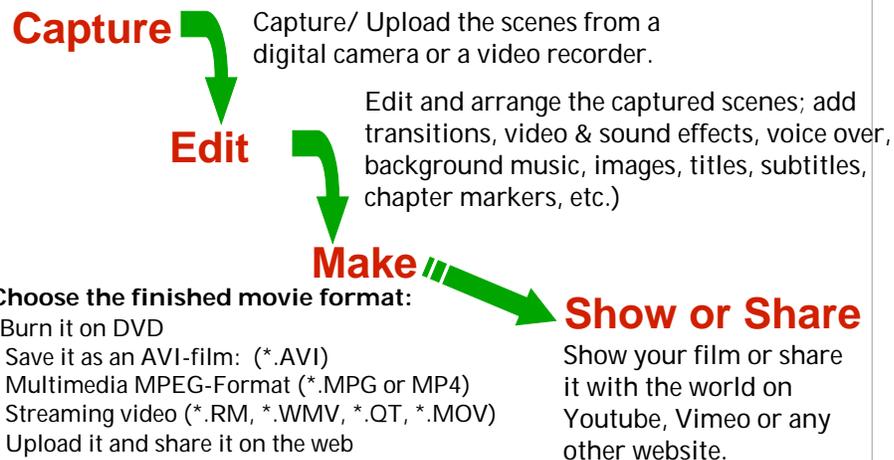
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Islam – An Introduction



Four Steps to Digital Film Making



Simple Ideas

- The Alphabet Video: Draw the letters of the alphabet or characters and have kids film each other saying these letters, words, characters on day 1 of classes.
- Digital flash cards video: 2 students, one is holding the camera and the other flash cards with images or words. The student holding the camera must guess the word or the opposite, etc.
- Interviews: name, origin, age, hobbies, occupation, family, etc.
- Talking on the phone and making plans for the weekend with friends



Simple Ideas

- ✿ Word Translation Videos (Write words on paper, show them to another student and translate them.)
- ✿ My Three Words Campaign
- ✿ Grammar points: practicing asking various kinds of questions, negation, narrative past, plans for the future, reflexive verbs, etc.
- ✿ Interview an expert
- ✿ Interview a native speaker
- ✿ Continue my video sentence (Chain Reactions): Watch what your neighbor said and then record another sentence, and so on.



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Simple Ideas

- ✿ Promotional video for a club or a school activity
- ✿ Create a commercial for a product or the language you teach
- ✿ Create a How To Video:
 - ★ Making Arabic Coffee
 - ★ Making Chinese Dumplings
- ✿ Describe holidays you celebrate
- ✿ Skits and puppet shows
- ✿ Narratives: What did you do on the weekend?



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Individual or Group Project 1

- ✿ My family
- ✿ My house
- ✿ My daily routine
- ✿ My hobbies
- ✿ My favorites food and drinks
- ✿ What I can and must do on a daily basis
- ✿ My favorite book, film, show, place in town
- ✿ My plans for the weekend
- ✿ Holidays and customs



Individual or Group Project 2

- ✿ Create a video for Arab or Chinese tourists about Washington, DC
- ✿ Interview your elders (for heritage speakers)
- ✿ Interview an expert
- ✿ Film a school tour
- ✿ Walk around in the cafeteria or in the court yard at lunch time and interview students about what they what they are eating or what they have learned that day.
- ✿ Students can record themselves telling the teacher what they have learned all week long in Arabic or Chinese

Oral Assessment

- ✿ Students interview each other (in and outside of class)
- ✿ Weekly video journal
- ✿ Teacher asks questions and students record their answers
- ✿ In big classes: students quiz each other on the material studied. Teacher prepares the questions, e.g. 5 for each student.
- ✿ When students miss class

Evaluation of Flip Camera Projects

- ✿ Content (40%)
 - ★ Outline and 1st draft of project (15%)
 - ★ Final Product (25%)
- ✿ Grammar (25%)
- ✿ Vocabulary (15%)
- ✿ Technical Quality (10%)
- ✿ Creativity and Inventiveness (10%)

You also may use the holistic approach of the Fairfax County Public Schools PALS-system at:

<http://www.fcps.edu/DIS/OHSICS/forlang/PALS/rubrics/index.htm>



