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June 2, 2021 - The Flipped Classroom

What is a flipped classroom? Who wants to share their thoughts?

	Before Class	During Class	After Class
Traditional	Students read materials.	Students listen to the lecture.	Students complete homework.
Flipped	Students complete learning modules.	Students practice applying key concepts with feedback.	Students check understanding and extend learning to more complex tasks.

Adapted from University at Austin, Faculty Innovation Center.

WHY YOU SHOULD FLIP YOUR CLASSROOM?

The concept of flipped classroom was first brought up by Jonathan Bergmann and Aaron Sams, who were both high school chemistry teachers. In their book: ***Flip your classroom: Reach every student in every class every day (2012)***, they discussed a couple of reasons why teachers should consider flipping (p.20-33):

- Flipping speaks the language of today's students.
- Flipping helps busy students.
- Flipping helps struggling students.
- Flipping helps students of all abilities to excel.
- Flipping allows students to pause and rewind their teacher.
- Flipping increases student-teacher interaction.
- Flipping allows teachers to know their students better.

- Flipping increases student-student interaction.
- Flipping allows for real differentiation.
- Flipping changes classroom management.
- Flipping changes the way we talk to parents.
- Flipping educate parents.
- Flipping makes your class transparent.
- Flipping is a great technique for absent teachers.
- Flipping can lead to the flipped mastery program.

A sidebar in this book also cites 5 “**bad reasons for flipping your classroom**” (p.21). It is important for teachers to move beyond these perceptions.

- Because some guys who got a book published told you to.
- Because you think it will create a 21st-century classroom.
- Because you think you will become cutting edge.
- Because you think flipping your classroom exempts you from being a good teacher.
- Because you think it will make your job easier.

Pedagogy should drive technology, not the other way around.

Flipping does not necessarily use the latest technology.

Teaching is much more than good content delivery.

Flipping will not make your job any easier.

Researchers have found that:

- Flipped classrooms allow for more content coverage and greater knowledge acquisition (Chen, Lui & Martinelli, 2017; Mason et al., 2013).
- Flipped learning increases student achievement (Ferreri & O'Connor, 2013; Mason et al., 2013; Pierce and Fox, 2012).
- Flipped classrooms provide more opportunities to hone verbal communication skills and to address any unresolved issues or questions (Ferreri & O'Conner, 2013).
- Attendance is higher in flipped classrooms (McLaughlin et al., 2014).
- Teachers who try flipped classrooms feel that they allow their students to move further into Bloom's Taxonomy of Knowledge (Long et al, 2016).
- Students tend to favor the flipped classroom over the traditional classroom (Long et al., 2016; McLaughlin et al., 2014; Seery, 2015).
- Students like that the flipped classroom allows them to receive guidance and support in real-time as they work through class activities (Long et al., 2016).

How would you create a flipped classroom?
Who wants to share?

HOW TO IMPLEMENT A FLIPPED CLASSROOM?

Jeff Dunn (2014) has wrote a short piece on “The 6-step guide to flipping your classroom”, which presented 6 easy steps for implementing flipped classroom.

Plan

Figure out which lesson in particular you want to flip. Outline the key learning outcomes and a lesson plan.

Record

Instead of teaching this lesson in-person, make a video. A screencast works. Make sure it contains all the key elements you'd mention in the classroom.

In Bergmann and Sams' book (2012), they also pointed out that do not make a video just for the sake of making a video. Only do so when you feel these are appropriate and necessary. It all depends on the educational goal of your lesson. If making videos better facilitate your instructional goal, then go ahead.

Share

Send the video to your students. Make it engaging and clear. Explain that the video's content will be fully discussed in class.

Change

Now that your students have viewed your lesson, they're prepared to actually go more in-depth than ever before.

Group

An effective way to discuss the topic is to separate into groups where students are given a task to perform. Write a poem, a play, make a video, etc.

Regroup

Get the class back together to share the individual group's work with everyone. Ask questions, dive deeper than ever before.

After the six steps, Review, Revise, and Repeat!

Platforms to Use...

- Zoom videos and post on YouTube or Google Classroom
- Screencastify and post on YouTube or Google Classroom

Flipping Requires...

- 10-12 minute video lectures
- Seminar/discussions in class based on the video lecture

Breakout Room Discussion!

1) How can you create quality videos for flipping your classroom?

(8 minutes to discuss + 5 minute break)

BREAK

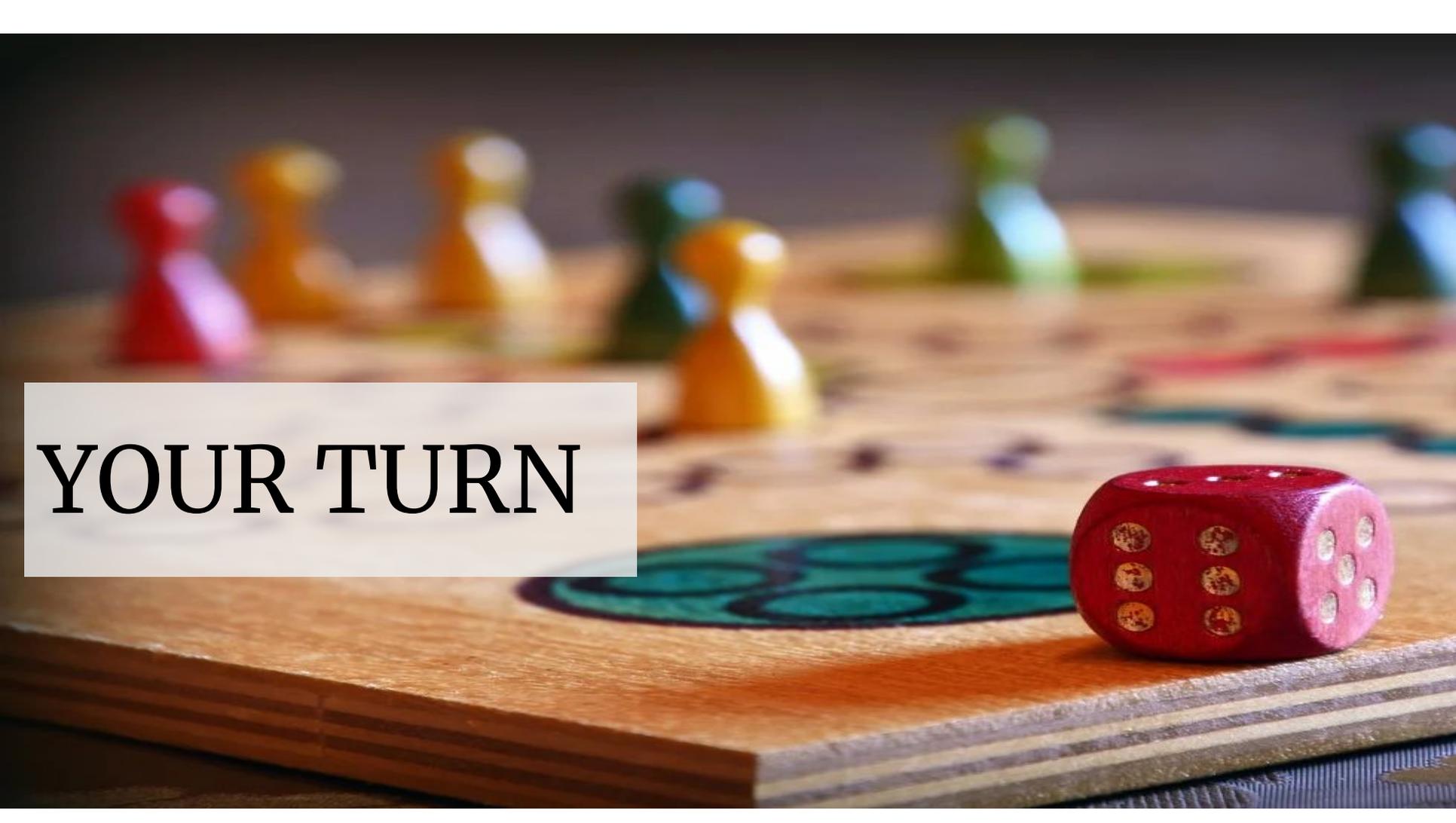
See you in 5 minutes...

Breakout Room Discussion!

- 1) Thoughts from the video and how confident are you in flipping your classroom this fall?
- 2) What are your concerns or excitements about flipping your classroom?
(10 minutes)

Breakout Room Discussion!

- 1) How does content delivery change in flipping the classroom?
- 2) Will your students learn the same or more information using a flipped classroom versus a traditional classroom.
(10 minutes)

A close-up photograph of a wooden board game. In the foreground, a red die with white pips is positioned on the right side of the board. The board itself is light-colored wood with a green circular pattern. In the background, several colorful game pieces (red, yellow, green, blue) are scattered across the board, slightly out of focus. A semi-transparent white rectangular box is overlaid on the left side of the image, containing the text "YOUR TURN" in a black, serif font.

YOUR TURN

Spend a few minutes writing a script for a flipped lesson. Just a skeleton, not all the details!
(5 minutes)

OK! Now to breakout rooms, share your topic,
key points, and provide feedback for one
another.
(7 minutes)

Let's Share! Who wants to share?

In your breakout room, discuss your plan, and how you plan to engage your students via the flipped classroom.
(10 minutes)

Let's Share! Who wants to share?