

Flipped Classrooms

What is a “flipped” classroom?

When a classroom is “flipped” students’ homework is to read and watch online videos and other materials prepared by their teacher. Time in class is used for discussion of concepts, to work on gaps in learning to clear up misunderstanding and for the teacher to work more intensely with students who need additional instruction or support. Labs and other application of learning occur during class when the teacher is available to respond to questions, provide clarification as well as assist and support students.

How does “flipping” a classroom work?

In flipped classrooms students take more responsibility for their learning. They watch videos or online lessons, read online material, and complete assignments and assessments outside of class. The specific activities vary based on an individual teacher’s style and preferences. Face-to-face class time is used to reinforce learning, to identify gaps in learning and to examine concepts more deeply.

Jonathan Bergmann and Aaron Sams (2012) were among the first to “flip” their classrooms. They found that students wanted teachers to answer questions and help them when they didn’t understand course concepts. Students did not require the same level of support when the teacher was lecturing or reviewing content. Flipping the classroom alters instruction by shifting from in class delivery that is often very teacher centered to a class that involves far more discussion and analysis of student learning. The model shifts the role of both teacher and learner as students assume greater responsibility for completing learning activities outside of class.

Why “Flipping” Works

Edutopia (www.edutopia.org), a site sponsored by the George Lucas Educational Foundation, reports that “flipping” the classroom results in far more individualized learning for students. The study described how students can move at their own pace and how teachers have more time for one-to-one work with students in need of greater support. Students who are absent find it easier to catch up because they can watch lessons and access other materials online. Bergmann and Sams (2012) found that students demonstrated deeper understanding of course content, assumed greater responsibility for learning, and became far more self-directed.

Challenges of a “Flipped” Classroom

One of the biggest challenges to “flipping” is that some students, especially those in rural settings or from families of limited means, don’t have access to computers and high speed Internet to retrieve the online materials. Some schools make school computers available for students after school or in the evening but find that limited transportation can be a hurdle. Additionally, some schools have found that when several teachers “flip” their classrooms it results in students needing to spend a significant portion of their out-of-school time watching the online materials.



Resources

Selected print and online resources about this topic are available on page 2.

Resources on Flipped Classrooms

Online Resources

Flipped Classroom Network - A website devoted to flipped learning.

<http://flippedclassroom.org/>

An Infographic Presentation About Flipped Classrooms

<http://www.knewton.com/flipped-classroom/>

Website with resources about flipping instruction

<http://www.techsmith.com/flipped-classroom.html>

Teachers Doing the Flip

<http://www.thedailyriff.com/articles/teachers-doing-the-flip-to-help-students-become-learners-531.php>

Three-Part Video Series About Flipping Classrooms – This series by some of the first teachers to “flip” provides tips for how to think about flipping instruction.

Part 1 - The Flipped Class: Myths vs. Reality

Jon Bergmann, Jerry Overmyer and Brett Wilie

<http://www.thedailyriff.com/articles/the-flipped-class-conversation-689.php>

Part 2 - Are You Ready to Flip

<http://www.thedailyriff.com/articles/are-you-ready-to-flip-691.php>

Part 3 - The Flipped Class Revealed: What Does a Good One Look Like

John Bergmann, Jerry Overmyer, Brett Wilie

<http://www.thedailyriff.com/articles/the-flipped-class-what-does-a-good-one-look-like-692.php>

Print Resources

Bergmann, J. & Sams, A. (2012). *Flip Your Classroom: Reach Every Student in Every Class Every Day*. Washington, DC: International Society for Technology in Education.

E P I: Developing successful, long-lasting business and education partnerships with a positive impact on America's youth.

www.educationpartnerships.org

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