

A New Approach to Teaching? Flipped Learning

Midlothian Council Educational Psychology Service



What is Flipped Learning?

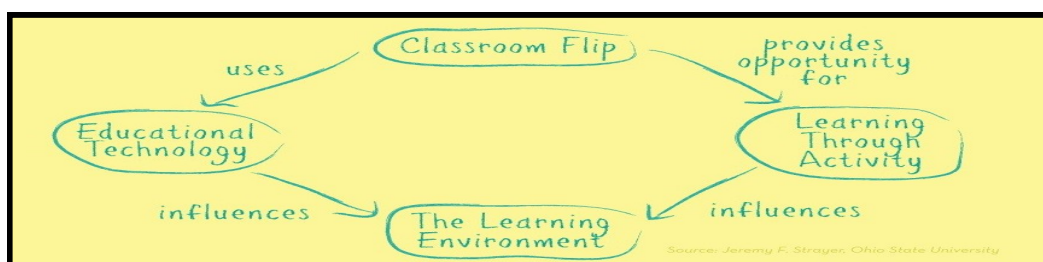
Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

Short video stimulus are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository

There is no single model for the flipped classroom—the term is widely used to describe almost any class structure that provides pre-recorded lessons followed by in-class exercises. In a traditional lesson, students often try to capture what is being said at the instant the speaker says it. They cannot stop to reflect upon what is being said, and they may miss significant points because they are trying to transcribe the teacher's words. By contrast, the use of video and other pre-recorded media puts lectures under the control of the students: they can watch, rewind, and fast-forward as needed.

Another way to think about the flipped classroom is to focus on involving the students in the process of learning during class. Dr Barbi Honeycutt refers to the FLIP as Focusing on your Learners by Involving them in the Process. After all, flipped classrooms really are student-centred learning environments that incorporate active learning strategies during class time. This allows students to spend time problem solving, creating, critiquing, and synthesising in class with their peers and with their teacher. Students are more active in flipped environments which add a new level of complexity to the classroom.

Educational technology and activity learning are two key components of the flipped classroom model. They both influence student learning environments in fundamental ways.



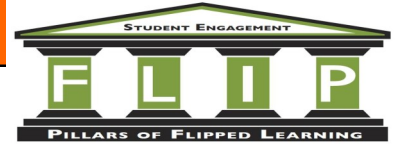
Research and Results

The research on Flipped Learning that does exist generally consists of teacher reports on student achievement after adopting the model (based on course and/or test scores), descriptions of flipped classrooms, course completion rates, disciplinary actions, and surveys measuring an array of outcomes, such as teacher, student and parent attitudinal changes.

In general, teachers who are flipping their classrooms report higher student achievement, increased student engagement, and better attitudes toward learning and school. Many flipped teachers report that their job satisfaction has improved and are feeling re-energized by their heightened interaction with students. This initial research suggests that the Flipped Learning model is promising and warrants further inquiry.

Experienced educators involved in the Flipped Learning Network, identified four essential elements of Flipped Learning. While there is no “how-to” list associated with the Flipped Learning model, there are unifying themes identified as the four Pillars of F-L-I-P, an acronym for Flexible Environment, Learning Culture, Intentional Content, and Professional Educator.

The Four Pillars of F-L-I-P



Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.



Learning Culture

In the traditional teacher-centred model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centred approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.



Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.



Professional Educators

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent

Further Reading and Resources

- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Washington, DC: ISTE; and Alexandria, VA: ASCD.
- Flipped Learning Network - <http://fwww.flippedlearning.org/>
- The Flipped Institute - <http://flippedinstitute.org/learning-resources#>