To Flip or Not to Flip: The Administrators’ Dilemmas

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During this session, we will:

• Define Flipped Classroom & Flipped Learning
  • They are not synonymous! (Did you do your “homework”?)
  • Four Pillars of F-L-I-P™ and 11 indicators

• Hands-on experiment

• Combat Four Myths and Misconceptions

• Examine the Research

• And leave time for Q & A
We are moving from this.....
To this...
To Flip or Not to Flip:

That is the question that administrators and educators need to ask...

There must be a better way......
Whatever your reason, ask: What is the best use of my face-to-face class, PD, staff meeting time,?
What is the most valuable use of your time?

- Practice
- Discuss
- Assess
- Instruct
- Apply
- Disseminate/inform
- Remediate

http://www.flickr.com/photos/20408885@N03/3243440215/sizes/l/in/photostream/
A Flipped Classroom occurs when direct instruction (lecture) is moved from the group learning environment (classroom, staff meeting or PD) to the individual learning space (home, library, bus, community center).

Flipping a class can, but does not necessarily, lead to Flipped Learning. Many teachers may already flip their classes, by having students read text outside of class, watch supplemental videos, or solve additional problems.
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.

• Source: www.flippedlearning.org/definition
Flipping your classroom can lead to....

• **Plain ol’ Flipped Classroom**
  • Extended lab time
  • Demonstrations, presentations, conversations, debate
  • Mock Elections, model Congress/UN/Supreme Court
  • Art shows
  • Entrepreneurial programs

• **Flipped Learning leads to various teaching methods:**
  • Mastery Learning
  • Project- or Problem- or Inquiry-based Learning
  • Peer Instruction
  • Socratic (silent) method
  • Performances
  • Writers’ Workshops
  • Service learning /Community service

**Don’t forget, you can flip...**
• Professional development
• HR
• Faculty/staff/departmental meetings
• Parent and community relations
Tools of the Trade

• Hardware
  • Desk top, laptop, tablet, mobile device
  • Camera (internal, external)
  • Microphone
  • Wall displays
  • Subject-specific instruments

• Software/enterprise
  • Lecture capture software
  • Storage site (public, private, both)
  • Learning analytics (informal, dashboard, formal)
  • Method for communication

• Content
  • Curate, create or a hybrid (copyright, CCL, free, fee)
  • Assessments (surveys, quizzes, formative, summative)
Four Pillars of F-L-I-P™ & 11 Indicators

As written by FLN cadre members/practitioners, not policy wonks
(No need to take notes, it’s here: www.flippedlearning.org/definition)
Four Pillars of F-L-I-P™ & 11 Indicators

Use for teacher self-assessment or formal evaluation (once trained!)

**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.

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<th>Establish spaces and time frames that permit students to interact and reflect on their learning as needed.</th>
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<th>Continually observe and monitor students to make adjustments as appropriate.</th>
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<th>Provide students with different ways to learn content and demonstrate mastery.</th>
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Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered 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.

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<td><strong>I.1</strong></td>
<td>I prioritize concepts used in direct instruction for learners to access on their own.</td>
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<td><strong>I.2</strong></td>
<td>I create and/or curate relevant content (typically videos) for my students.</td>
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<td><strong>I.3</strong></td>
<td>I differentiate to make content accessible and relevant to all students.</td>
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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 roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

| P.1 | I make myself available to all students for individual, small group, and class feedback in real time as needed. |
| P.2 | I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction. |
| P.3 | I collaborate and reflect with other educators and take responsibility for transforming my practice. |
The process may take months, or even years.

Start with Back to School Night, HR procedures, PD, staff meeting
Start with a lesson or unit.
Collaborate, seriously!
Curate, create, hybrid
Let’s pause......

And Fold An Origami Frog

https://www.youtube.com/watch?v=65_GDkNr6oI
Four Myths and Misconceptions
Flipped Learning is All About Videos
Flipped Learning Creates a Digital Divide
Flipped Learning Relies on Homework
Flipped Learning Propagates Bad Teaching
So what does the research say?

Lit Review: Originally Release June, 2013, Updated June, 2014

www.flippedlearning.org/research
Why is Flipped Learning working?
From Edgar Dale’s Cone of Learning

People generally remember...
(learning activities)

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say and write
- 90% of what they do.

People are able to...
(learning outcomes)

- Read: Define, List, Describe, Explain
- Hear: Demonstrate, Apply, Practice
- View Images, Watch Videos
- Attend Exhibits/Sites, Watch a Demonstration
- Participate in Hands-On-Workshops, Design Collaborative Lessons
- Simulate, Model, or Experience a Lesson
- Design/Perform a Presentation - "Do the Real Thing"
- Analyze, Define, Create, Evaluate
Everett M. Rogers’ *Diffusion of Innovations*

Categories of Innovativeness*

- Innovators 2.5%
- Early Adopters 13.5%
- Early Majority 34%
- Late Majority 34%
- Laggards 16%

Bloom’s Taxonomy (Revised by Lorin Anderson)

- Remembering
- Understanding
- Applying
- Analyzing
- Evaluating
- Creating
Who is a typical Flipped Educator?

Online survey by FLN and Sophia Learning, Spring 2014 (N=2400)

There is no stereotype, but...

- Innovative, creative, tolerates chaos
- 87% have over 6 years of teaching experience
  - 42% have more than 16 years of experience
- Over 80% have flipped for less than two years

- Grades? 80% high school, 27% higher ed & 14% elementary
  - Change from 2012 of 95% secondary ed teachers

- Subjects? Science 38% (change from 46%), Math 33% (32%), ELA 23% (12%), Soc St 18%, Tech/Comp 17%, World Lang 7%, Art/music 5%, PE 2.5%

- 96% would use it again!
Teacher Satisfaction

Of the 450 educators who took the FLN/Classroom Window survey (June 2012):

• 88% reported “improved” job satisfaction

• With 46% “significantly improved” job satisfaction

• 80% reported student attitudes improving

• 67% test scores improvement, particularly for AP and special needs students
• 25% of administrators identified FL as having a significant impact on transforming teaching and learning
  • Over games, mobile apps and PLCs

Market
• 40% of admin and 15% of teachers said they were interested in “trying flipped learning” this year
• 41% of admin want pre-service teachers to be trained

Videos
• 46% of teachers are using curating (finding online) videos
• 16% are creating their own

Students (N=180,000)
• 75% of students grade 6-12 agreed that FL would be a good way for them to learn
  • 32% strongly agreed!
What types of free educational resources have teachers USED or CREATED in their flipped classrooms?

A few findings...

Over 90% of teachers said they used free online resources to get new ideas and inspiration, to supplement existing lessons and coursework, and to better accommodate diverse learners' needs.

80% of teachers said they used free online resources in the flipped classroom to engage students more fully in a topic area and to broaden the range of resources available to their students.
A Case Study
Does the Flipped Classroom Work?

![Graph showing Pre Calculus Test Proficiency](image)

- Lecture
- Trad. Flip
- Peer Flip

Ch. 1, Ch. 2, Ch. 3, Ch. 4, Ch. 5, Final, % A & B's, Ch. 6, Ch. 7, Ch. 8, Ch. 9 & 11, Final, % A & B's

PEARSON
Webinars /Workshops
PLC, Community of Practice (free, 25,000++)
Research, case studies, books, videos, podcasts
FlipCon15 – F2F & Virtual – July 13015 in East Lansing, MI