



# The Flipped Classroom

HUNTER COLLEGE

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# What is a Flipped Class?

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Learning in the class session looks different than traditional lecture style.



Students are asked to access online lectures or content in various forms ahead of time. They are held responsible for reviewing, taking notes or writing down questions about the material.



In-class or synchronous sessions focus on interactive experiences.

# Advantages of a Flipped Class



**Increases engagement** in an in-person class (or even online).



**Building community** – Students will come in ready to team-building or collaborative work based on the material reviewed or engage in a hand—on activity based on the materials.



**Increases critical thinking** – Students can review materials, synthesize materials, create from the materials or use the materials as a model (often I'll do a demo).



**Efficiency** – Class time is not spent providing content, instead it is spent engineering, creating, collaborating, critiquing, expanding broader social contexts – students find solutions to increase equity and diversity.



# More Advantages of the Flipped Class model

- **Accountability** - The instructor can assess whether materials have been read.
- **Formative Assessment** – Ongoing assessment allows for teaching to the needs and interests of adult learners, alignments with professional organizations.
- **Promotes Dynamic Discussions and Accountable Talk**– Students have more to talk about than talking “ off the cuff”.
- **Promoting a culture of exploration** - Students have time to do further research based on materials that spark interest.
- **Responsibility** – The student drives the learning.
- **Text-to-text connections** – Opportunity for the adult learner to engage in further research the content.

# Formative Assessment of Flipped content

Moving from skill building and retell to a higher level of critical thinking

- **Skill building** – Note taking and annotation using various apps.
- **Retell**- Assignment an entrance ticket, type in the chat.
- **Analysis** of a citation from a reading passage (bring in one or more) and and jot down to share with the class or small group. **Analysis** - Have students create their own questions to use as part of a quiz.
- **Create** - Students are asked to read for a specific issue and state a solution using a video app. Flipgrid (Loom, Prezi, Voicethread)
- **Build** - Examine ways to build a safer school, better playground, etc. based on article.
- **Solve** - Diversity, equality, solutions for greater humanity – a question is posed about the article or video - solution across various social contexts (i.e., school, community, home, hospital setting, government).

# Interactive Class Experience

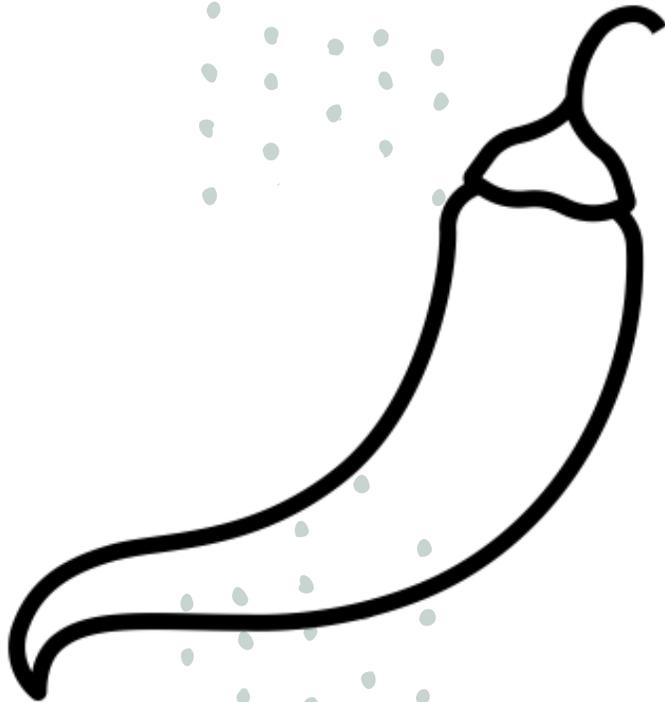
- What an in -class experience might look like:

**Rich discussions, workshopping, grouping or engaging in problem-solving, creative projects or other limitless possibilities)**

Ideas for non-traditional students to help them prep for class:

- **Buddy up** – Assign buddies to meet and review materials prior to class.
- **Reading, listening watching while in transit** - Assign media or a podcast (i.e.- I've assigned episodes of Cult of Pedagogy, a video demo that I made or a series of Youtube clips,
- **Text to Speech** – Assign materials that can be listened to HC database has articles that offer text to speech.
- **Provide demo videos or tutorials** show how to access materials (Loom videos, Flipgrid or just screenshots with notes).

# Culture, Expectations, High Energy



- I set the expectations that assignments will be read ahead of time.
- I usually communicate using multiple means of how to retrieve the materials (on Blackboard, HC database, in the syllabus or e-mail it to them).
- Discussions are student-led and typically charged with energy!
- I try to pick a hot topic!

# From my Syllabus

**Prepare for class discussion - Pre-read article -Identify barriers to reading/overview/**

**Read Prior to first Zoom meeting:**

Winn, M., Behizadeh, N., Duncan, G., Fine, M., & Gadsden, V. (2011). The Right to Be Literate: Literacy, Education, and the School-to-Prison Pipeline. *Review of Research in Education*, 35, 147-173. In Blackboard (left hand menu bar).

**Watch prior to first Zoom meeting (in Blackboard Weekly Session I).**

Illiteracy to Prison Pipeline/Brandon Griggs/TEDEX Jacksonville- TedTALK:

<https://www.youtube.com/watch?v=jtX9iYqPW38>

## A SNAPSHOT

Students are offered multiple opportunities for response

**HOMEWORK: Open-ended share:**

***What are the causes for the literacy gap in our schools?***

***Response to articles:***

*Respond to all prompts or create your own response. Make sure that you cite passages from the articles and do not just "re-tell" the articles (or parrot them back).*

*After reading the article about the School-to-Pipeline and the article on different types of phonics methods, how do you view your role as Special Education teacher? What did you learn about systematic phonics programs and why is it important to understand the research behind systematic phonics?*

# Another Example

Session Four

2/28

Zoom – Please pre-read all articles in middle column

Makes the connect between decoding, word recognition and fluency.

Strategies for Teaching irregular word reading

Topics:

- Introduction to reading fluency

Topics:

Fluency, and Reader's Theater, echo reading, partner reading.

Readings:

- Complete readings in Core Reading Book, articles and videos below

• [https://www.readingrockets.org/strategies/partner\\_reading](https://www.readingrockets.org/strategies/partner_reading)

• <http://www.booksmartfamily.com/crowd-strategy.html>

• <https://www.readingrockets.org/article/dialogic-reading-effective-way-read-aloud-young-children>

• [http://educationalleader.com/subtopicintro/read/ASCD/ASCD\\_364\\_1.pdf](http://educationalleader.com/subtopicintro/read/ASCD/ASCD_364_1.pdf)

• [http://educationalleader.com/subtopicintro/read/ASCD/ASCD\\_364\\_1.pdf](http://educationalleader.com/subtopicintro/read/ASCD/ASCD_364_1.pdf)

• Reader's Theater - [https://www.readingrockets.org/strategies/readers\\_theater](https://www.readingrockets.org/strategies/readers_theater)

# The Research

Across academic disciplines at the graduate level



# Studies on the Effectiveness of Flipped Classes

I examined studies across a number of years and a number of disciplines for using Flipped Classrooms at the graduate level of study.

- All three studies across diverse discipline areas of study and different geographical regions reveal:
- All three studies reported a definite increase in student satisfaction.
- Two of the three studies states that student performance was positively impacted with emphasis on analytical, cognitive and soft skills and that the model provides an opportunity for critical thinking, discovery and exploration and high level of discourse.

**Research on the subject has steadily been increasing since the pandemic - In the first article reviewed, 318 studies were reviewed in the fields of medicine and education. In the second article, 179 student teachers participated in research during the pandemic. The third study goes farther back to 2012-2013.**

The more recent studies show an increase in student performance using the flipped class model at the graduate level. The factors to consider might be: Comfort of the instructor with technology, whether or not the students are instructed in how to use the technology and metacognitive thinking around use of this model.

# Works Cited

Birgili, B., Seggie, F.N. & Oğuz, E. The trends and outcomes of flipped learning research between 2012 and 2018: A descriptive content analysis. *J. Comput. Educ.* **8**, 365–394 (2021). <https://doi.org/10.1007/s40692-021-00183-y>

Campillo-Ferrer, J.M., Miralles-Martínez, P. Effectiveness of the flipped classroom model on students' self-reported motivation and learning during the COVID-19 pandemic. *Humanit Soc Sci Commun* **8**, 176 (2021). <https://doi.org/10.1057/s41599-021-00860-4> -<https://rdcu.be/cHWaB>

Moraros J, Islam A, Yu S, Banow R, Schindelka B. Flipping for success: evaluating the effectiveness of a novel teaching approach in a graduate level setting. *BMC Med Educ.* 2015 Feb 28;15:27. doi: 10.1186/s12909-015-0317-2. PMID: 25884508; PMCID: PMC4363198.

# Additional Resources

- Jarvis, C. (2020) The Flipped Side of the Flipped Classroom - <https://cen.acs.org/education/undergraduate-education/flip-side-flipped-classrooms/98/i3>. Good points about the Flipped Classroom are presented along with disadvantages and pitfalls for undergraduates and how to possibly avoid those pitfalls.
- Harvard University – The Derek Bok Center for Teaching and Learning – Flipped Classrooms - <https://bokcenter.harvard.edu/flipped-classrooms>
- University of Washington, Center for Teaching and Learning <https://teaching.washington.edu/topics/engaging-students-in-learning/flipping-the-classroom/> - This site offers "how-to" guides for their professors and links to authors who were early on in the Flipped Class movement.

## K-12 Educators

Johansen D., & Cherry-Paul, S. (2016), Flip Your Writing Workshop: A Blended Learning Approach – This is written for K-12 teachers, but there are still some good ideas to try.

# Videos - Good Ideas for setting up a Flipped Class

- How to make short engaging videos - <https://www.edsurge.com/news/2019-04-08-how-to-enhance-any-curriculum-with-short-engaging-accurate-videos>
- Turn a YouTube video into a formative assessment with PlayPosit - <https://www.cultofpedagogy.com/educanon/>
- Flipped Classroom with Flipgrid - <https://www.youtube.com/watch?v=wRScHj9QLVQ>