To Flip or Not to Flip: Is it in Your Future?

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What is Flipping?

- Flipping can mean many different things depending on the context.
- Generally, students prepare outside of class for interactive, collaborative, problem solving activities which take place in class.
- Flipping focuses on the participants.
- The teacher is the “guide on the side” or facilitator, not the “sage on the stage.”
- You don’t have to flip every class or every activity.
Why consider flipping?

- Techniques are supported by research. (handout includes details)
- Flipped activities include the skills employers are looking for: collaboration, problem solving, critical thinking, teamwork, innovation, reasoning, etc.
- Students are active participants in the learning process.
Want to try it? Start by flipping an activity or a lesson.
Which lessons might be good possibilities to “flip”?

- Look for confusion
- Look for the fundamentals
- Look at your extra credit assignments
Step 1: Identify a lesson that would be a “flipping possibility”

- Identify a lesson that encourage students to be interactive and delve deeper into the topic.
- Do you have an idea that has intrigued you but you have never had enough time in class to even consider trying it?
- Is there a lesson/concept/activity that has always been a struggle for students?
Step 1

A traditional unit example:
Second language Acquisition
Unit 1 Introduction of LA theorists and theories

- Jigsaw: students read and share summaries of theories & theorists
- Students complete individual research on 2 theorists/theories
  - Discussion—Which theorist(s) and theories have been most influential in education?
Step 1  My “flipped” example
Second language Acquisition
Unit 1 Introduction of LA theorists and theories

- Using the same unit and lessons from the Second language Acquisition class
- Unit 1--Introduction of theorists and theories
- hybrid/blended class example—
- Unit one “flipped”--

Dinner party!!
Step 2: Writing Learning Outcomes—identify the results you want

- What are the lasting concepts you want students to take away; what do you want them to know and remember at the end of the lesson or activity or lesson?
- What should students be able to DO at the end of the lesson or activity?
- Consider the previous times you have taught this lesson. What areas are problematic and cause difficulty for students?
Step 2: Outcomes—Identify the results you want
My example—hybrid/blended SLA class

- Students will be able to identify contributions of key theorists to the evolution of language acquisition theory.
- Students will analyze and evaluate SL theories.
Step 3: Planning the flipped lesson

- What will the student interaction/activity look like?
- What will students need to know before class to reach the outcome?
- What resources do I need to provide?
- How much time do I need to allocate for various parts of instruction, practice and feedback?
- What is the best use of my time during class to help them reach the outcomes?
Step 3: Planning the “flipped” lesson
My example: hybrid/blended SLA class

- Activities to be completed outside of class—before class meeting
- Jigsaw: students read and share summaries of theories & theorists
- Students complete individual research on 2 theorists/theories
- Video & discussion: Genie, Wild Child
- Students reminded: come to class prepared!
Step 3: Planning the “flipped” lesson:
My example: In class activities: Dinner Party!

- **Part 1** Fishbowl discussion: Who shall we invite to the Dinner Party?
- **Part 2** Small group discussion: What questions do we have for the guests?
- **Part 3** Answers to the questions.
Step 4: How will I assess the learning?

- What will it look like?
- Rubrics?
- Will I want time to debrief with them or follow up the activity with additional teaching?
- Will I include student reflection?
- Next steps?
Step 4: Assessing the learning
My example: Hybrid/blended SLA class

- **Preparation** assignments evaluated as before flipping: jigsaw, research, online discussion—rubrics & points
- **Dinner Party discussion**: Graded discussion/participation
- **Small groups**: Members of each group assigned points
- **Individual reflection**
Activities to consider.....

- Socratic discussion / Fishbowl discussion
- Museum
- Gallery Walk
- Poster project
- Book discussion
- Build something? Draw something? Map something?
- Dinner Party
- Real life application
- Problem solving
- Others???????
Thank you!

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