What is Flipped Learning?

Flipped learning happens when the teacher’s lecture is delivered outside of the traditional class time, via a video students view on their own. Class time is used for active problem solving by students and one-to-one or small group tutoring with the teacher. Students can watch the short lectures as many times as they wish to grasp the content and then come to class ready to jump into the lesson, answer questions, work on collaborative projects, and explore the content further. Teachers are embracing Flipped Learning in elementary and secondary schools for all disciplines.

This new blended learning class offers hands-on professional development to learn how to flip your class and reach every student every day. The flipped classroom uses modern technology to create a sustainable, reproducible, and manageable environment for student-centered learning. With the transfer of foundational knowledge outside of class time, students are asked to take ownership of their own learning. Educators are able to personalize each class and increase time spent with each student.

1. ONLINE PRE-WORK

Following the Flipped Learning model, participants review a number of self-paced modules and complete some activities on their own. They come prepared to the face to face session with a solid understanding of the instructional model.

Topics addressed:
• What is Flipped Learning?
• The four pillars of Flipped Learning:
  • Flexible environment
  • Learning culture
  • Intentional content
  • Professional educator

2. ON-SITE (1 DAY)

During the on-site day, participants collaborate with their peers and review case studies to learn how to restructure their instructional time now that students are reviewing content prior to class. At the end of the day, participants identify a lesson that they want to “Flip” and create an activity organizational guide that they can use with their students.

Topics addressed:
• What to do in class the next day
• Video creation
• Transform an existing lesson to the Flipped Learning model

3. REMOTE MENTORING

Upon returning to the classroom to try out a “Flipped” lesson, participants have an opportunity to debrief with our experts on their experience. They participate in two webinars to receive feedback from our facilitator and share their thoughts with their peers.

Topics addressed:
• Debrief on your initial flip
• Adaptations for various disciplines/grade level
• Review personal workplan
SURVEY ON FLIPPED CLASSROOMS REVEALS...

Impact on Teachers

- **Job Satisfaction**: 88% improved, 46% improved significantly
- **Online Instruction**: 43% have put 50% or more of their instruction online, 28% reporting more than 75% online

Impact on Students

- **Standardized Test Scores**: 67% report test score improvement
- **Student Attitudes**: 80% report students’ attitude improving

“I will never go back to traditional teaching methods. It’s differentiation on steroids”

“I have taught math for 10 years and have never seen my student work this hard or learn this much.”

“Flipping my classroom has dramatically improved the number and quality of interactions with individual students.”

99% would use it again next year

Teachers reported benefits for all students, and in particular AP and Special Needs students.

Who’s Flipping?

- **Subjects Most Frequently “Flipped”**
  - Science: 46%
  - Math: 32%
  - ELA: 12%

- **7+ years of teaching**: 85%
- **Have used the flipped model less than 2 years**: 91%
- **Of respondents are secondary school teachers**: 95%
- **From suburban schools**: 50%
- **25% urban**:
- **25% rural**

Source: A TeacherView™ Survey by ClassroomWindow and the Flipped Learning Network™, conducted June 2012
Meet Our Flipped Learning Experts

Jon Bergmann and Aaron Sams are considered the pioneers of Flipped Learning, coauthors of the bestselling book *Flip Your Classroom: Reach Every Student in Every Class Every Day* (ISTE/ASCD, 2012), and sought-after speakers and trainers. Eight years ago, as science teachers in a rural high school in Colorado, they recorded their lectures for students who were missing class due to sports, illness or other absences so they could keep up with their class; little did they know they would become the “go-to guys” for Flipped Instruction. They are also the founding board members of the Flipped Learning Network™, with the mission to provide educators with the knowledge, skills, and resources to successfully implement Flipped Learning.

“Three years ago we decided to flip our entire high school. Flipped learning allows my teachers to better connect with their students in small groups instead of one large anonymous class. The teacher collaboration has been incredible, with all of our teachers working towards common goals. With more time on task in the classroom our students’ test scores have increased. We have fewer kids failing, more kids succeeding with better teacher/student relationships.”

—Greg Green, Principal
Clintondale High School
Clinton Township, Michigan
The first Flipped High School in the US
Foundations of Flipped Learning: Blended Model

LENGTH: 1 day on-site and 6–8 hours online

The flipped classroom uses modern technology to create a sustainable, reproducible, and manageable environment for student-centered learning. With the transfer of foundational knowledge occurring outside of class time, students are asked to take ownership of their own learning. Educators are able to personalize each class and increase time spent with each student. This flipped-mode workshop is based on the pioneering work of Jon Bergmann and Aaron Sams and built in partnership with the Flipped Learning Network. Learn what flipped learning is, why it works, and how to flip a classroom.

OUTCOMES:
By the end of the workshop, participants will be able to:
- Determine what to flip in a classroom.
- Decide where in the learning cycle to incorporate a video lesson.
- Develop intentional content.
- Flip a classroom in a mastery or inquiry-based learning environment.

TARGET AUDIENCE:
K–12 Educators, District Facilitators, Coaches, Instructional Technology Specialists, Coordinators

NUMBER OF PARTICIPANTS: 25

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