
So You Want to Flip Your Class:

9 Guidelines to Read First



CLASSROOM PLANNING

Flipped learning is an instructional approach that typically involves students watching videos and completing online activities as homework, and then engaging in applied learning during class time. Teachers flip their classes because they know their students will participate in more meaningful activities and take ownership for their learning. Flipping allows teachers to provide more differentiated instruction and feedback. These nine basic guidelines will help you flip a unit in your class.

- 1. Learn as much as you can.** There is no one right way to flip. How you flip will depend on the grade level and content you teach and the technology you have available. Talk with colleagues and check out the resources on the Flipped Learning Network (<http://flippedlearning.org>) to learn more about how teachers flip their class.
- 2. Involve your support staff.** Strong support from your principal and instructional technologist is important for innovative instruction to be implemented successfully. Ask your instructional technologist and other teachers to share resources and technology to help you flip your class.
- 3. Choose a unit.** To get started, choose a unit that you know well and that is relatively easy for students to grasp so you can focus on setting up and managing a flipped class.
- 4. Plan for new routines, procedures, and expectations.** Effective teaching is grounded in thoughtfully planning and executing lessons, so you will need to make changes to how and when students do a number of things as you flip a unit. Consider

By Barbara Bradley,
Michael Hock,
Irma Brasseur-Hock,
and Marilyn Ruggles

how many online assignments you will post per week and when each assignment will be due. Rethink how you teach content. For example, content requiring low-level cognitive skills (e.g., identifying, recalling) can be taught via videos and online activities, while more complex content is best taught in class. Make arrangements for students who don't have access to the Internet at home to view videos before or after school, during class time, or during a homeroom or study period.

5. Post videos and online activities. As you get started, you may prefer using educational videos found at sites such as National Geographic Kids (<http://kids.nationalgeographic.com>), NeoK12 (www.neok12.com), PBS Learning (www.pbslearningmedia.org), and WatchKnowLearn (www.watchknowlearn.org). Once you are comfortable flipping, you can try making your own videos. To do so, evaluate the technology you have and what you might need. You will need a computer or iPad that has screen-capture software or an app for recording and editing your video. If you are using a computer, consider Camtasia (www.techsmith.com/camtasia.html) or Screencast-o-matic (www.screencast-o-matic.com). If you are using an iPad, try Educreations (www.educreations.com), Explain Everything (<http://explaineverything.com>), or ShowMe (www.showme.com). Determine where to post the videos for student access, such as your district's learning management system (e.g., Blackboard or Moodle) or your class website or blog.

To create effective and engaging educational videos, write a script or detailed outline to help you stay focused on essential content and vocabulary, avoid extraneous information, and keep videos short (e.g., 3–10 minutes). Make sure to write text in a clear and concise manner, with key words or phrases highlighted. Images should have a meaningful connection to the text, and diagrams, tables, or charts should be explained. Also, present any narration in a conversational tone.

6. Design class activities. Create (or find) activities in which students apply content

and grapple with new ideas and concepts. Since these types of activities frequently require students to work collaboratively, be prepared to teach them to set achievable goals, determine each group members' role and responsibilities, use decision-making or problem-solving strategies, and respect each participant's voice. Include formative assessments and self-assessments to help you and your students evaluate their learning.

7. Talk with your students. Discuss new routines, procedures, and expectations with your students. Not all students have access to or are savvy with technology, so demonstrate and have students practice accessing videos and materials in class. Teach students how to take notes while viewing videos. Model how you want them to use tools such as discussion boards or Google Docs.

8. Keep parents informed. Schedule a meeting with parents or supply them with a short video to explain flipped learning and its benefits, as well as student expectations. Describe how students will access online materials at home or at school. Explain that students will engage in more applied learning in class and that you will teach through focused instruction and feedback as students work individually, in pairs, or in small groups.

9. Engage in reflective practice. As you flip a unit, share your thoughts, ideas, and challenges with colleagues to discuss ways to make instruction more effective and flipping more manageable. Talk with students, too, as they can provide insights that will make your flipped class more meaningful.

While no one right way exists to flip a class, these guidelines will keep you from flopping as you get started. Then, once you have learned the basics of how to flip and manage your class, you will be able to make informed instructional decisions to better meet the needs of each of your students. What unit will you flip first?

Resources for Implementing Flipped Learning

- Flipped Learning Network: <http://flippedlearning.org>
- Flipped Institute: <http://flippedinstitute.org>

Apps and Tools

- Educational Technology and Mobile Learning: bit.ly/EdTechMobileLearning
- Edudemic: Connecting Education & Technology: bit.ly/WebTools-FlippedLearning



Dr. Bradley is an Associate Professor in the Department of Curriculum and Teaching at the University of Kansas. She teaches undergraduate and graduate courses in literacy instruction. **Dr. Hock** is the Director of the Center for Research on Learning at the University of Kansas. **Dr. Brasseur-Hock** is a Research Associate and **Ms. Ruggles** is an Administrative Assistant for the Center for Research on Learning. Their research focuses on supporting adolescents with learning differences.

This article is based on research supported by The Oak Foundation.