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# Use Four Pillars to Support Your Learning to F-L-I-P



## CLASSROOM STRATEGIES

With flipped learning, concept instruction is delivered outside the class through videos and online discussions. Class time is then spent doing what would have normally been assigned as homework. “School work at home and homework at school” (Flipped Learning Network [FLN], 2014, para. 2) is the premise of a flipped classroom.

While many teachers have students watch a video at home and then complete an activity at school, this type of flipped classroom may not necessarily lead to the pedagogical approach of flipped learning (FLN, 2014). The Flipped Learning Network (FLN), comprised of experienced flipped educators, created guidelines to help teachers engage in the process and to assist administrators in supporting teachers. Jon Bergmann, secretary-treasurer of FLN, noted, “It’s a baseline—or roadmap—containing the principles of Flipped Learning” (Piehler, 2014, para. 3). To engage students in flipped learning, and not simply a flipped classroom, incorporate the FLN’s Four Pillars of F-L-I-P.

**Flexible Environment:** Create purposeful groupings that allow students to interact with their peers and have time for self-reflection during their classroom time (Greene, 2013). For middle schoolers, teach the key communication skills of supportive facial expressions and staying on topic (Center for Responsive Schools, 2015) by using partner chats. Give high school students quiet areas in the classroom to allow for reflective diary writing of observations, understanding of concepts, and answering of questions they may still have (Flipped Institute, 2015).

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Be sensitive to your ELLs' language struggles when setting up classroom groupings. Heterogeneous groups, where both native and second-language students work together, create authentic learning and increase authentic language use (de Jong & Commins, 2010).

**Learning Culture:** In flipped learning, classroom instruction is learner centered, and students are actively involved. Give students opportunities inside the classroom to engage in meaningful activities that focus on high levels of cognitive work (i.e., creating and analyzing; Brame, 2013) after they complete the low levels of cognitive work (i.e., understanding and remembering) outside the classroom through video lessons and vocabulary lists. For example, high school students who watch a video lesson on the Amazon rainforest at home can then collaborate in class to measure radar images and analyze the rate of deforestation (Science Education Resource Center, 2013).

**Intentional Content:** Create and share meaningful content that is accessible and appropriate for all students (FLN, 2014). To teach a third-grade geometry lesson incorporating the Common Core State Standard "reason with shapes and their attributes" (CCSS.MATH.CONTENT.3.G.A.1; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010), have students watch the video Introduction to Types of Quadrilaterals (Khan Academy, 2015) at home or in the school computer lab. In class, group students to categorize and discuss quadrilaterals in more detail with classmates and their teacher.

**Professional Educator:** In a flipped learning environment, frequently observe and assess students to provide them with relevant and meaningful feedback. One formative assessment strategy is the "mastery check" (Edutopia & Sams, 2014) in which the teacher asks students to verbally explain an answer from a completed assignment. If the teacher feels a student does not understand the key concept, the

student can watch the video again or do additional exercises.

Take responsibility for staying up-to-date on educational practices. Collaborate with colleagues to build relationships, improve classroom practices, and promote knowledge sharing among teachers. Join an online community (see Center for Teaching Quality, [www.teachingquality.org](http://www.teachingquality.org)) to get access to professional learning, innovative ideas, and colleague connections.

By applying the Four Pillars of F-L-I-P, you can create and foster an engaging and rewarding flipped classroom environment. When students are actively engaged in this model, teachers can implement new or multiple methodologies to increase learning. 🍎

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#### Resources for Flipped Learning

Flipping for ELLs (video created by author) [bit.ly/ELLS-FlippingVideo](http://bit.ly/ELLS-FlippingVideo)

Flipped Learning Toolkit From Edutopia [bit.ly/FlippedLearningToolkitEdutopia](http://bit.ly/FlippedLearningToolkitEdutopia)

Katie Gimbar's Flipped Classroom (YouTube series) <http://bit.ly/WhyIFlipped>

eduCanon (online video creation/sharing & assessment) <https://www.educanon.com>



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