

Flipped Classrooms & Flipped Learning - Pre-Session Video Transcript

Introduction

Envision learning environments where students and their teachers are engaged to interact in profound and meaningful ways. The engagement in these environments results from relevant, meaningful, and applicable learning (Sheninger & Murray, p66) being moved into a student's time and space.

Welcome to this pre-session video on *Flipped Learning*.

In this video, *Flipped Learning* is defined, its characteristics explained, and suggestions are made for how you and your students can experience success with this pedagogical approach.

Take it from me: Having explored a *Flipped Classroom* as a part of my pedagogical practice transformed both my teaching and student learning.

As you continue with the video, consider framing your thinking against our session goals:

- (Teacher-focus) To deepen our understanding of practices that engage students with differences in backgrounds, learning strengths, needs and interests.
- (*Leadership Focus*) To inform your next best moves to supporting the growth of individual and collective teacher learning and practice.

Flipped Classrooms - An Introduction

What is a Flipped Classroom?

As I began my own journey with students into “Flipped 101” (Bergmann & Sams, 2014), I created video lessons--sometimes with ‘checks for understanding’ integrated--for consumption outside of our typical classroom space and time.

Upon returning to the group learning space, with thinking activated, students would work alongside their peers solving problems and engaging in rich tasks. Often times, students would leverage their autonomy to check-in with others, and through facilitated discussions around intentionally-selected and -sequenced artefacts, students' voices were honored and a collective responsibility to building understanding for oneself and on behalf of others was cultured.

As more content was created for student consumption, this opened up a new opportunity: student agency could be increased; teacher-pacing, decreased. With on-demand access to content and coaching in active learning strategies, students were in a far-better position to manage portions of the subject matter independently and creatively--working towards mastery of learning goals and demonstrating evidence of course expectations.

This is but one example of many, where educators have flipped their classrooms to empower students to becoming leaders of their own learning.



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To clarify, it's not what it is; rather, it's *how* you and your students are intentionally building conceptual understanding and procedural fluency, while going towards a more, personalized learning model. Bergmann & Sams (2014) sum this up with the expression: "What's the best use of face-to-face time in class?"

"...it's not what it is; rather, it's *how*..."

As an approach, *Flipped Learning* lies along one end of a continuum of evolving, pedagogical practice--one that is shared by educators and their students. As mentioned in the introduction, this approach serves to move direct instruction, typically occurring in a grouped learning space, into the individual, student's learning space. As a result, the group space can then be transformed by teachers and their students to becoming more interactive.

Through increased opportunities for collaboration, teachers are then putting themselves in a position to better differentiate learning. It is not uncommon, in these learning environments, to see and hear students actively involved in knowledge-building, applying concepts, and engaging creatively and authentically in their learning (*Flipped Learning Network*, 2014).

Let's take a closer look at Flipped Learning as a continuum of evolving, pedagogical practice.

[Note: This continuum can also be viewed using the interactive, web-based viewer, Prezi. The Prezi can be found under "Learning Activity - Option 3" on the [session website](#).

In the introduction, I described a typical starting point--similar to my own experience--with the *Flipped Classroom*. In the beginning, you're creating and/or curating an archive of video content for students', on-demand use.

Moving towards 'Step 2', you're providing opportunities for students to move through the curriculum at their own pace...students accessing content when required.

As you continue along the continuum--coaching students and increasing their opportunities for agency--projects and rich tasks become the vehicles for developing understanding and building and transferring key competencies.

Once you and your students are experiencing *Flipped Learning*, learning is more asynchronous...more student-paced. At this stage, you'll find students creating projects and crafting their own problems.

As students work through these challenges, teachers are continuing to provide support (e.g., guiding to content when it's required), but the teaching-learning relationship has now evolved to one where "...[students] and [their] teacher [are learning] together in a collaborative relationship,



each playing an active role in setting learning goals, developing success criteria, giving and receiving feedback, monitoring progress, and adjusting learning strategies” (*Growing Success*, p30).

Conclusion

Thank you for watching this video and moving further into the “Before You Arrive” activities.

Leading up to our session, here are a few post-video suggestions to continue your learning:

1: **Delve into the suggested resources** linked alongside this video--you can find them either below the video on YouTube (link:) or, here, on the [session website](#).

2: Continuously **connect to the learning goals** mentioned in the introduction.

3: As a starting point, **explore the flipped classroom** with your students.

4: **Visit** and participate in **a colleague’s classroom** where this pedagogy is being practised.

5: **Share your learning** with someone else--e.g., a colleague, your administrator, a network, or your PLC.

6: As you stretch your thinking and learning, you might also consider **making connections from Flipped Classrooms to the elements of Thinking Classrooms or to Global Competencies**.

Note that each of these “Learning Activities” can be found on the session website:

- Thinking Classrooms: “[Learning Activity - Option 2](#)”
- Global Competencies: “[Learning Activity - Option 4](#)”

Final Remarks

I’m looking forward to working alongside each of you, as we seek to co-create conditions that can give life to equity in the teaching and learning we do with students and one another each and every day.

If at any time, you have questions or comments, please feel free to reach out to me at *Flipping the Focus* using the “Contact” button (email: flippingthefocus@gmail.com) provided on the session website.

Sincerely,

Chris Stewart
Educational Leader at *Flipping the Focus*



References

Bergmann, J., & Sams, A. (2014). *Flipped learning: Gateway to Student Engagement* (1st ed., pp. 21-38). Eugene: ISTE

Flipped Learning Network. (2014, March 12). *Definition of Flipped Learning*. Retrieved from <https://flippedlearning.org/definition-of-flipped-learning/>

Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools. (2010). Toronto: Ministry of Education.

Sheninger, E. C., & Murray, T. C. (2017). *Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today*. Alexandria, VA: ASCD.

