

## Learning Brief: Flipping Your Traditional Classroom

Developed by The RED Group, LLC

September 2020



Flipping the traditional classroom is a pedagogical approach where **students first explore new course content outside of class** by viewing a pre-recorded lecture video or digital module or completing a reading or preparatory assignment. Think of this **time-on-task** as building background knowledge which includes vocabulary. In-class sessions typically entail collaborative coursework and use of active learning strategies such as problem sets (guided practice), or structured discussion to further teach the targeted concept.

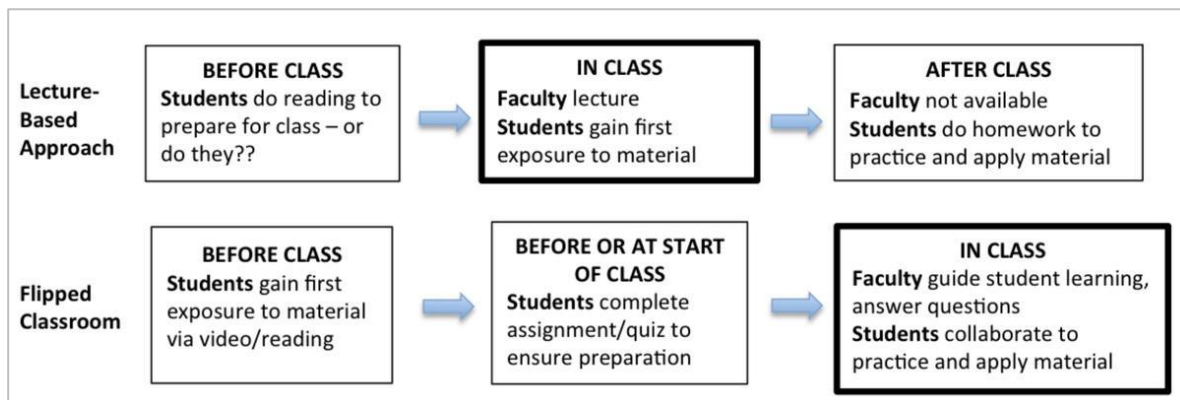
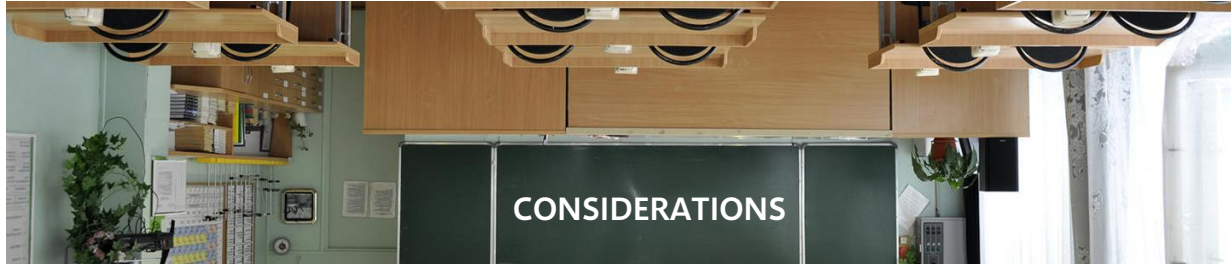


Figure: Flipped Classroom Introduction, [UMichigan](#)

### FORMS OF FLIPPING

STANDARD FLIPPING	ONE-DAY-A-WEEK FLIPPING	SELECTED-CONTENT FLIPPING
<p>Lectures or presentations are recorded (either as video or as narrated screencasts).</p> <p>Students are required to watch these at home and then spend class time problem-solving or other highly interactive, structured activities with guidance from teacher.</p>	<p>If a standard flip seems overwhelming, or not appropriate for your circumstances, try flipping <u>one lesson a week</u>. This may be particularly relevant for schools that are out of session on certain days of the week to allow for deep cleaning.</p>	<p>Lecturing does not have to be completely eliminated from your class time. Instead, be selective and strategic about what you record for students to watch in advance. You might record only a subset of lecture materials, and reserve <i>some</i> of your class time for lecturing on advanced topics or topics students are not attaining easily. Or, consider recording lectures that cover content that's likely to be reusable in the future.</p>



- 
- Flipping a whole class is no small endeavor. **Consider the multiple forms** of flipped classes and start with small, strategic changes.
  - Know that you do not have to pre-record presentations (which clearly takes time) – **utilize readings, PowerPoints, podcasts, other videos or animations.**
  - Aim for multiple short videos/readings rather than one long video or reading**-- this will help to ease the technical work (video production) and give students smaller bites they can manage.
  - Explore ways to focus class time on collaborative or active learning** or focus on concepts not well understood.
  - Draw attention to or highlight important ideas or concepts.**
  - Complement videos or other materials** with guiding questions, interactive elements, or reflective components.
  - Clue parents into your thinking** – let them understand your intent so they can help.
  - Consider how to help student groups to function most successfully** – remember that collaborating (in person or at a distance) this is not easy for many.
  - Engage student in helping you find resources that illustrate key concepts.** Make “locating” appropriate resources a common extension activity so students are active contributors to the curriculum.
  - Work with colleagues** as possible inside or outside your district to share resources/skills
  - See what works and what does not – tweak as you go.**
- 

**RESOURCES.** The resources attached are clearly drawn from higher education. Please share your resources with K-12 colleagues as you can so we can build a knowledge and materials set to support our work

- [Flipping Your Class](#), *University of Michigan Center for Research on Teaching and Learning*
- [Flipping the Classroom](#), *Vanderbilt University Center for Teaching*
- [Flipped Classroom Field Guide](#), *Weber State University*
- [Flipped Classrooms](#), *Educause Library*