Flipping Your Classroom

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Educators must always be on the lookout for ways to innovate, pivot their teaching methods, and collect more tools in their toolbelt to optimize potential learning outcomes, which consequently contributes to one's personal and professional development. According to Gokce, Yenmez, and Ozpinar (2017):

> With the higher order thinking skills and the computer literacy becoming more and more important, educating students in traditional methods will not meet the learning outcomes (O'Flaherty & Philips, 2015; Roehl, Reddy, & Shannon, 2013; Vaughan, 2014). (p. 60)

I came across the above statement while searching through my Evernote database for any articles on 'flipping the classroom' and the citation above references three more pieces, all about the flipping paradigm, with classroom flipping in the title. Yet, the actual paper, urging educators to think outside traditional teaching models, does not have the word flip, flipping, flipped or any permutation of, or description of the framework within it. This article search triggered the reflection that flipping the classroom is both a tool and a structure, but also a metaphor for a best practice teaching paradigm.

Bergmann and Sams (2012) encourage educators to consider how they are using the time they spend with their students and reflect upon how they might make it more productive; this is an essential part of the article. As a result of this reflection, the authors brilliantly conceive an idea like the fictional character George Costanza from *Seinfeld*, who, after reflecting on his life, decides to do "the opposite" to improve his outcomes (TBS, 2014). Bergmann and Sams (2012) suggest that one might try recording her lectures, which they may present in a teacher-centered manner, and allow students to view these lessons at home while doing 'the opposite' and having students work on what would classically be a homework assignment, in school. The advantages

of this model are many. When one lectures, students cannot pause, rewind, or access another internet resource during the talk, and in many cases, are either not comfortable asking a question in front of their peers or are not permitted to interrupt the professor (Bergmann & Sams, 2012). This traditional lecture framework renders the facetime unnecessary. Also, when a student is at home working on an assignment, she may come to a wall, and waste a lot of time on a problem that with the proper in-person scaffolding, that might consist of one or two sentences of guidance, could send her on her way with a lot less demotivating pain (Bergmann & Sams, 2012). This realization can lead to flipping the classroom in this way, videotaping the lecture, and having homework turn into classwork or altering the lectures to be more dynamic, better capitalizing on the facetime that is occurring—two more tools in the belt.

Translating such reflections into practice can open infinite pathways, and flipping the classroom becomes more than just one or two frameworks in the form tools, but a master teaching paradigm with a magical toolbelt. Flipping one's frameworks for innovation should be standard practice; this is learner-centered pedagogy. Harris, S. (2005) quotes Pang:

Reflective teachers are not content to teach lessons, instead they are always considering "the evidence surrounding themselves—the day-to-day behavior of their students as they go about learning and growing" (Pang, 2005, p. 252). (Harris, 2005, pp. 24-25).

Harris (2005) also discusses the empowerment of our students by relinquishing our power and traditional hierarchical role, another classroom flip. For instance, how about having students teach a lesson to you or their peers? Do the opposite, think outside the box and innovate; thinking big can sometimes entail small but powerful changes.

What if students do not do their homework and ignore the lectures? There are many approaches to the somewhat apparent theoretical barrier. Make those lectures interesting, create

incentives such as quizzes, make the videotaped lectures interactive using technology that can

assess and report on the students as they go. Using a tool like Loom, which allows the students to

all place a comment provides an incentive. The options for flipping the classroom and

overcoming theoretical barriers thrown out by naysayers trying to preserve the status quo are

limitless, just like the potential enhanced outcomes we can achieve with our students.

References

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