

Practical Considerations



Trying a new approach in the classroom can be daunting for teachers – especially at a time when faculty are under more pressure than ever to perform. But flipping really is a win-win for all. It results in motivated students (and teachers!), increased achievement, and encourages students to develop new skills that will remain with them for a lifetime.

Understandably, there are a number of questions which frequently come up when educators are considering flipping – so this guide aims to address some of the practicalities.

How do I make sure my students watch the videos before class? And what happens if they don't?

Of all the questions about flipping, this is the one that is asked the most often! Students watching the content before class is crucial if the flipped model is to be successful – but it's also a shift from how they're used to doing things. It's essential to gain student buy-in, and there's advice on how to do this in the 'introducing the concept to students' PDF guide sheet.

Inevitably, there will be students from time to time who haven't watched a particular video. In order to progress students' understanding of the concepts explained in the video, classroom activities should always have a 'need to know' element - meaning that if a student hasn't watched the video, they won't fully be able to take part in the class activity. Asking your students to compose a written response to the video will also help ensure that students will arrive prepared.

How do I explain what I'm doing to colleagues/administrators?

A classroom that's been flipped can look very different to the 'traditional' way of doing things. The teacher probably won't lecture from behind a podium, the students may not be working on the same thing at the same time, and students definitely won't be silently sat in rows writing in notebooks. To a colleague that walks past, a flipped classroom might look a little strange – and so it's usually a good idea to let colleagues know what you're doing (and crucially, why you're doing it, and the benefits it brings to students' learning).

Directing colleagues to this site is a great way of explaining what you're up to with the flipped concept – and in colleges and universities where a teacher has successfully

implemented the approach, it has a habit of spreading quickly!

But I can't flip because of X/Y/Z!

Colleges and universities can be challenging places, and it's likely that many of the educators reading this will come across some obstacles when they implement the flipped approach. To an extent, this is to be expected – implementing a new model of learning is always going to involve some challenge. But if you're reading this guide, there's a good chance that you're the kind of educator that's up for a little challenge – especially when it can result in such a big impact on your students' learning.

There are no hard and fast rules when flipping, and educators are encouraged to adapt the model to suit their own classrooms, discipline and students. Learn as you go, change as you need to, and find out what works best for your classroom and your learners.

What's the best way to start out with flipping?

As with any new approach, it's best to start small. Pick a class that you're familiar with, introduce the concept to them, and flip their lessons for a few weeks. Then, when you're comfortable and you're seeing that the approach is working, roll out the flipped model to an entire course or other classes that you teach. It's much better to implement it slowly, learn from any mistakes, and learn what works best, than to rush and become overwhelmed.

For more resources on flipping your classroom

www.flippedinstitute.org