

Practical Considerations



Trying a new approach in the classroom can be daunting for teachers – especially at a time when educators 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 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 big 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.

What if some of my students don't have internet access at home?

This is becoming less of an issue as the number of home without an internet connection continues to decline – but classrooms must always be an inclusive and equal place, and so it's important for teachers to consider those students who might not have the means to watch the videos at home.

Teachers implementing the flipped model should ensure that there is a time and place that students can use a computer in school to view the content. Most schools will already have this in place – such as computers being available in the school library after school each day. But in other cases, teachers may need to make arrangements. Crucially, students who don't have internet access at home might not always be

comfortable raising the issue in class – so some sensitivity and professional judgement is needed here.

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

A classroom that's been flipped can look very different to the 'traditional' way of doing things. The teacher probably won't be stood at the front, the students likely won't 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 (or principal!) 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 schools where a teacher has successfully implemented the approach, it has a habit of spreading quickly!

How do I explain what I'm doing to parents?

The flipped model of learning is likely to be very different to the classrooms that parents remember from their days at school – and for this reason, there can sometimes be a little resistance or skepticism on the part of parents. One of the key motivators for parents is that their child will get more individual/small group teacher support during class time – something which most parents will be pleased about.

There's now a wealth of content on the web explaining the flipped concept, and it's becoming more and more mainstream every day as teachers across the world adopt it. So, why not print an article on the flipped classroom model (from the resources on this site, for instance), and send a copy home to parents?

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

Schools 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 teachers are encouraged to adapt the model to suit their own classrooms and their own 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 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