

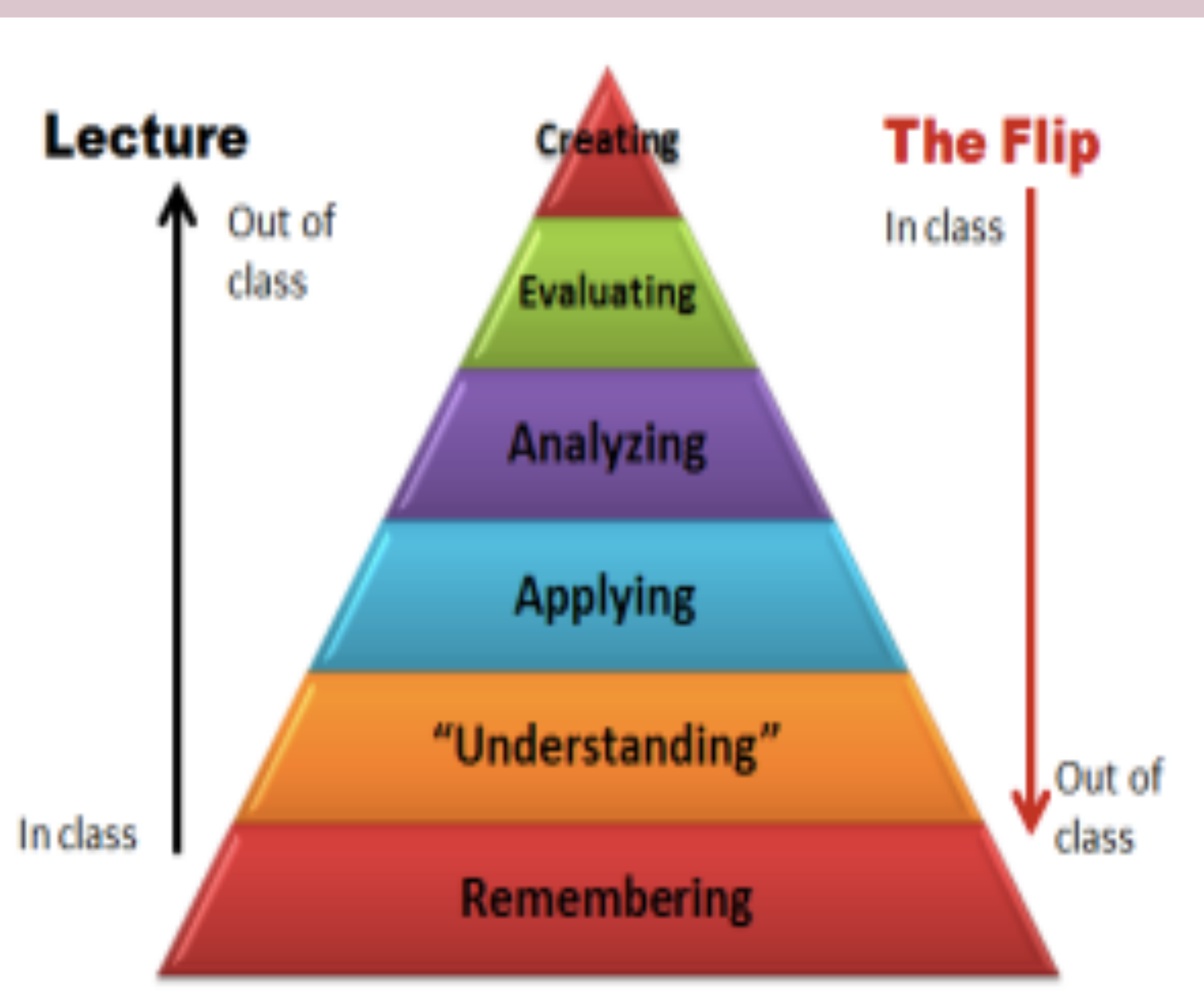
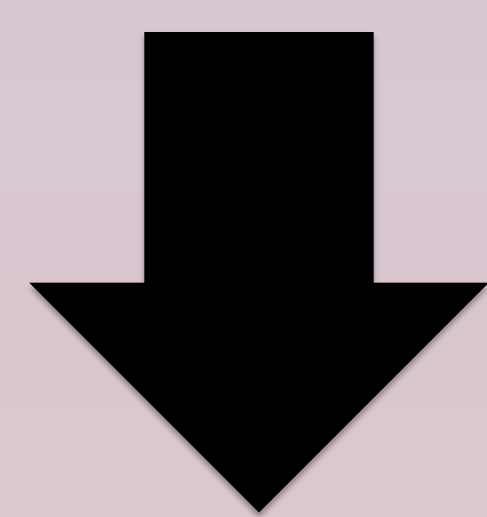
# Flipped Lessons: Turning Traditional Instruction Upside Down

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## Introduction

In a traditional high school classroom setting, teachers often lecture to students and have them practice what they have learned at home in the form of homework. Before the following class, the students and teacher may review the previous night's homework, but then continue on to the next lesson. Considering Bloom's revised taxonomy (2001), and the teaching/learning process, this means that students are doing lower levels of cognitive work (knowledge and comprehension) outside of classroom, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) during class (Brame, 2013). An alternative method to traditional classroom instruction is the Flipped Learning model, or providing flipped lessons.



Bloom's Taxonomy in flipped lessons.  
<http://www.flipitconsulting.com/whats-the-flip/>

## How it Works

- Flipped lessons allow students to watch the lectures at home, where they can speed through content they already understand or stop and review content they missed the first time the teacher discussed it.
- Online lectures can also easily incorporate visual representations, such as interactive graphs, videos, or photos to assist in a deeper understanding and provide differentiation in learning. (Goodwin and Miller, 2013).

## Example

Redefined classroom time looks different across different grade levels and subject matter. Given an animal science class, when planning an anatomy and physiology unit, creating flipped lessons using video content, PowerPoint, and note taking for homework, allows time for a brief discussion and clarification of material in class, and ultimately provides the greatest amount of time for dissection or other activities, where students can demonstrate their learning, ask questions, have discussion, and maximize their learning.

## Implications

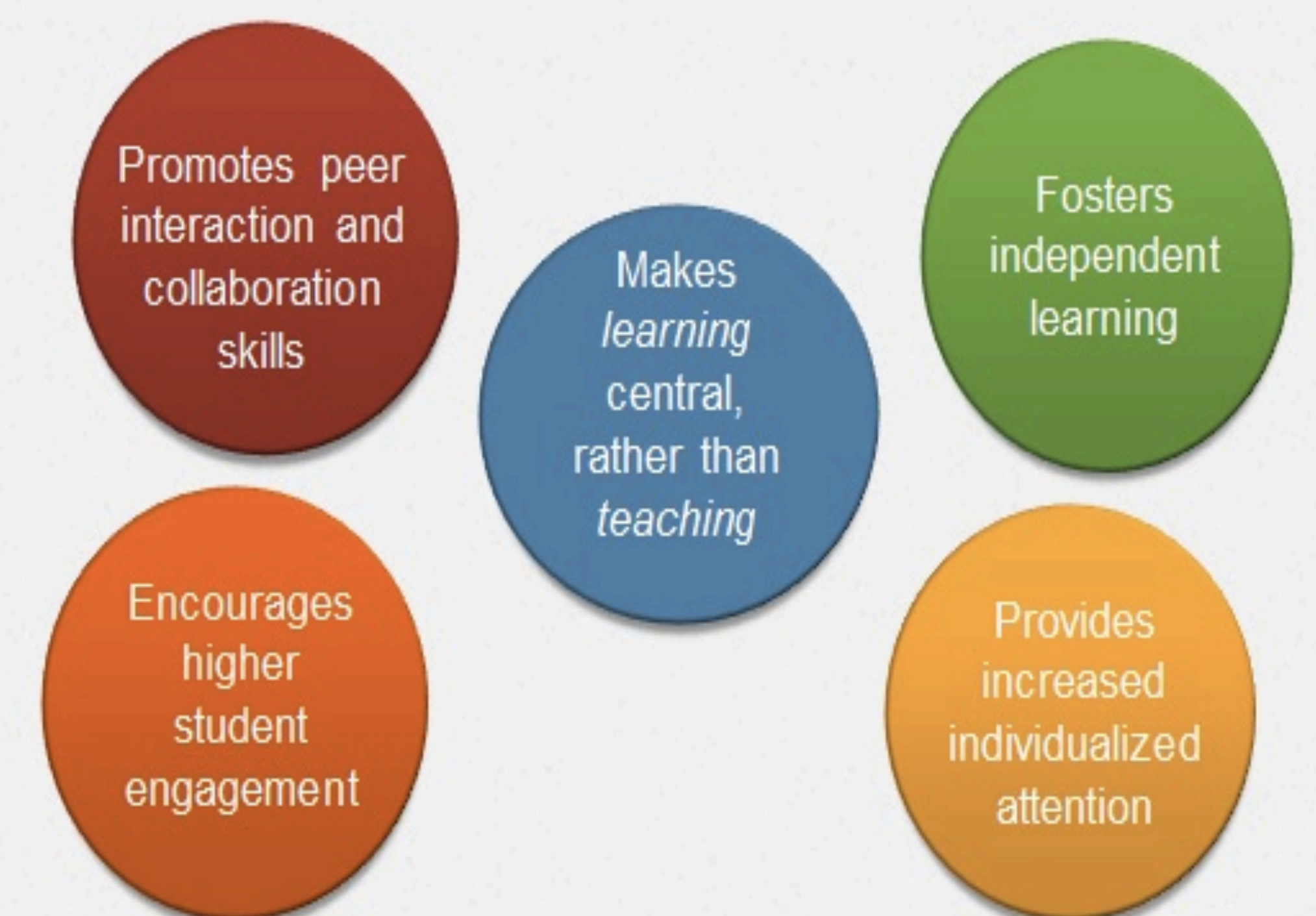
While searching for quantitative research on flipped learning, it was apparent that few studies have focused strictly on quantitative data and more studies that focused on qualitative or mixed-method data.

- More studies are needed
- Quantitative data should be collected
- The available data, mostly qualitative, DOES support greater student engagement and increased test scores

## Future Plans

- Flipped learning is still in the early stages of research and discovery as identified by the lack of solid research available.
- Research shows there has been consistent growth of the use of flipped learning over the years.
- As teachers gain experience and share/apply best practices, the effectiveness of flipped teaching and learning will increase.

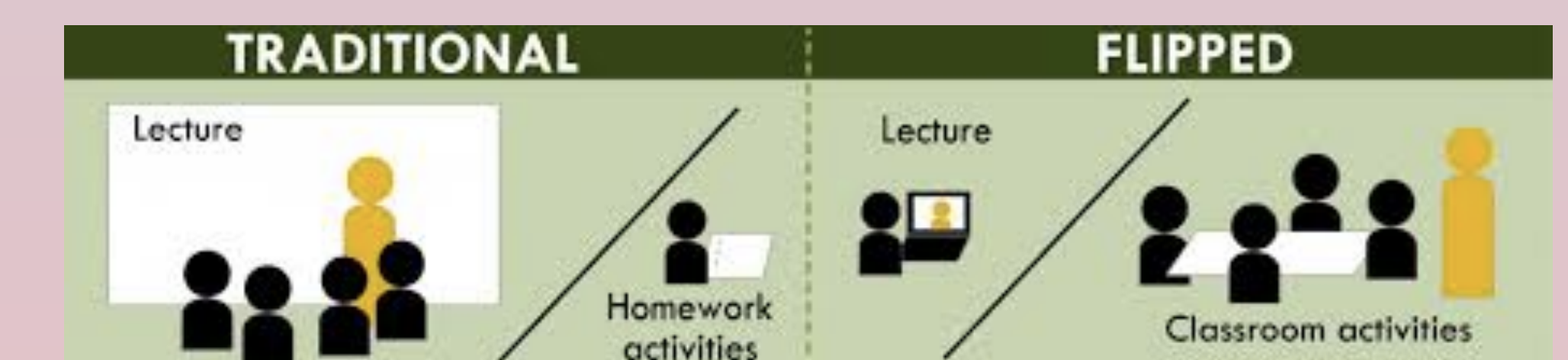
## Advantages of Flipping



<http://www.keralaevents.com/eventphotos/1232/class-raising-hands.jpg>

## Resources Needed

Computer and Internet access are the critical resources needed for flipped learning lessons. Other resources include: a platform for delivering instruction, software for video recording and posting, and materials for in-class interactive learning.



<http://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/flipping-the-classroom/flippedclassroomuwcors-1/>

## References

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- Hamden, N., McKnight, P., McKnight, K., & Arfstrom, K. (2013). *The flipped learning model: A white paper based on the literature review titled a review of flipped learning*. Retrieved from Flipped Learning Network website: [http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/WhitePaper\\_FlippedLearning.pdf](http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/WhitePaper_FlippedLearning.pdf)