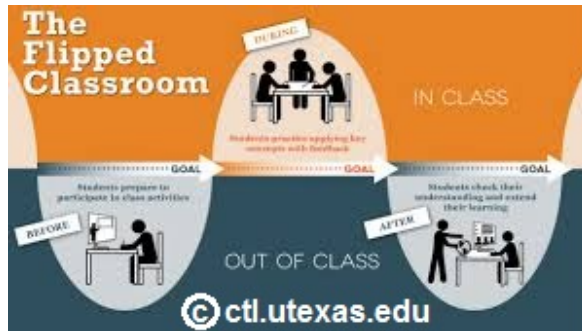


For or against flipped classroom ?

Mary Beth Hertz - JULY 10, 2012



According to the description on Association for Supervision and Curriculum Development's page for the newly released book, *Flip Your Classroom: Reach Every Student in Every Class Every Day*, "In this model of instruction, students watch recorded lectures for homework and complete their assignments, labs, and tests in class." [...]

The authors go on to explain that the model is a mixture of direct instruction and constructivism, that it makes it easier for students who may have missed class to keep up because they can watch the videos at any time.

Why It Works

Most of the blog reflections I have read and the conversations I have followed point to the way that the flipped classroom has truly individualized learning for students. Teachers describe how students can now move at their own pace, how they can review what they need when they need to, and how the teacher is then freed up to work one-on-one with students on the content they most need support with. They also point to the ability for students to catch up on missed lessons easily through the use of video and online course tools like Edmodo or Moodle.

Why It Doesn't Work

When I first started learning about the flipped-classroom model, my immediate reaction was, "This won't work with my students." This continues to be an argument made by a lot of rural and urban teachers. Our students just don't have the access required for the model to really work. I've had people tell me, "They can use the public library." To which I explain that there are usually three computers available and there is usually a 30-minute limit per user. I've had people tell me, "You can burn DVDs that they can watch in their DVD players." To which I ask how much of the day can a teacher devote to burning at least 10-15 DVDs at a time? I've also been told that students can use the school computer lab after school to watch the videos. To which I explain that we have only 27 computers available for the whole school, and that it would require an after school program to be put into place. (This last option, by the way, is the most realistic.) Another tough sell for me is the fact that if everyone starts flipping their classrooms, students will end up sitting in front of a screen for hours every night as they watch the required videos. And as many teachers can tell you, not everyone learns best through a screen.

Why It's Nothing New

Listening to Aaron Sams talk about his experience with the flipped-classroom model, one can't help but imagine that what he is describing doesn't require video at all. What he describes is, in essence, what John Dewey described at the turn of the 20th century: learning that is centered around the student, not the teacher; learning that allows students to show their mastery of content the way they prefer. These are not new concepts. I am often brought back to the question: "Are we doing things differently or doing different things?" As educators around the globe try to flip their class, it's an important thing to reflect on.

Source : <http://www.edutopia.org/blog/flipped-classroom-pro-and-con-mary-beth-hertz>