

Part A

The goal of education today is to provide 21st century learning experiences for students that prepares them by developing skills such as critical thinking, creativity and collaboration in addition to content knowledge and utilizes technology to enhance learning. "Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (Flipped Learning Network, 2014). This approach will benefit students because it allows them to take ownership of their learning and maximizes on time spent in class. However, some educators hesitate to stray from their role as "giver of knowledge" to which they are accustomed. This approach does not come without challenges as some students may not have appropriate access to resources at home, some may not complete pre-class assignments, and the approach will require a lot of planning time (Kovach, 2014).

I believe our school should switch to flipped learning due to the benefits for students, which will make this transition worth the time and effort. A flipped learning approach allows students to tackle challenging aspects of curriculum during class where the teacher and peers can provide support. In over 100 peer-reviewed articles in 2017 flipped classrooms showed improvements in student learning, motivation, and critical thinking skills in a variety of subjects and ages (Talbert, 2017). Feedback from students regarding their experiences with flipped learning included taking responsibility for their learning, higher engagement, and development of skills including critical thinking, organization, and collaboration (Kovach, 2014). This pedagogical approach maximizes the potential of class time, allows the teacher to create authentic learning experiences, allows the student to take a leadership role in their learning, and provide guidance that meets the learner where they are at in the learning process.

Understandably, this will be a process for both teachers and students as they learn what works best for their unique needs. I propose allowing teachers to transition to this model over a three year period. For the first year allow teachers to flip as many lessons as they feel comfortable, by the second year one unit should be taught entirely with a flipped approach, and by the third year a majority of curriculum should be taught with flipped learning.

I propose that 3-5 Professional Development (PD) sessions spread throughout each year are designated as time to meet regarding the transition. PD the first year can focus on what flipped learning is and how it can be implemented. The second year PD can focus on the various ways to implement flipped learning and provide time for grade level Professional Learning Communities (PLC) to meet and plan curriculum changes. The third year can provide time for teachers to meet and share their challenges, questions, and successes with each other as well allow me to provide resources and support to staff based on need.

References:

Flipped Learning Network. (2014, March 12). Definition of Flipped Learning. Retrieved from <https://flippedlearning.org/definition-of-flipped-learning/>.

Kovach, J.V. (2014). Leadership in the “classroom.” The Journal for Quality & Participation, 39-40.

Talbert, R. (2017, September 25). Myths and Facts About Flipped Learning. Retrieved from <https://er.educause.edu/articles/2017/9/myths-and-facts-about-flipped-learning>.

Part B

Talking points for staff meeting announcing the transition to a flipped learning approach.

- What flipped learning is
- The benefits for students in a flipped learning approach and testimonies from teachers and students who have experienced flipped learning
- Address common teacher concerns regarding flipped learning
- Explain how our school will be implementing the transition (year 1, 2 & 3)
- Discuss school resources and technology available to staff for flipping lessons
- Share resources with staff for additional information on flipped learning
- Question and answer time

Resources:

<https://flippedlearning.org/definition-of-flipped-learning/>

<https://www.edutopia.org/topic/flipped-classroom>

<https://www.iste.org/explore/Featured-videos/Flipped-classroom-101>

<https://www.educationnext.org/the-flipped-classroom/>

<http://inservice.ascd.org/12-resources-on-flipped-learning/>

What to know before implementing flipped learning:

<https://www.forbes.com/sites/barbarakurshan/2017/04/26/what-you-should-know-before-flipping-for-flipped-learning/#409e4e6423cc>

Math:

<https://www.iste.org/explore/In-the-classroom/Wanna-flip%3F-Math-class-is-logical-place-to-start>

Science: <https://www.iste.org/explore/In-the-classroom/Flip-your-science-classroom%21>

Tips for getting started:

<https://www.iste.org/explore/In-the-classroom/Infographic%3A-4-learning-strategies-for-flipped-learning>

What to do when kids don't have Internet:

<https://www.iste.org/explore/ISTE-blog/Flipped-dilemma%3A-What-to-do-when-kids-don>

Best Apps & websites for the Flipped Classroom:

<https://www.common sense.org/education/top-picks/best-apps-and-websites-for-the-flipped-classroom>

Twitter:

@flippedlearning
@jonbergmann

Podcasts:

<http://podcasts.flippedlearning.org/>