

FLIPPED LEARNING:

CAN YOU IDENTIFY WHAT TRUE FLIPPED LEARNING LOOKS LIKE?

TRUE FLIPPED LEARNING*

FLAWED FLIPPED LEARNING

FLEXIBLE ENVIRONMENT

RIGID ENVIRONMENT

Classroom space is rearranged as needed

Desks may be arranged in rows or table groups, but are not moved often

Other spaces such as computer labs, libraries, or outdoor areas are used as needed

Alternate learning environments are rarely used

Flexible timelines in which students work at their own pace out of the classroom

Students adhere to a specific schedule and even out-of-class activities have hard deadlines

Classroom tasks are hands-on, engaging, and rigorous, and encourage students to apply their knowledge through high-level thinking

Classroom tasks may involve some cooperative learning, but involve a low level of rigor and do not require much high-level thinking

Assessments often take the form of a practical mastery task in which students demonstrate their knowledge in a creative way

Paper and pencil or online assessments are administered at the end of each lesson or unit

Flexible timelines in which students can work at their own pace at home, often through the use of technology to deliver direct instruction



LEARNING CULTURE

KNOWLEDGE CULTURE

The classroom culture is learner-centered

The classroom culture is more teacher-centered

Teacher serves as a facilitator providing feedback to students and offering guiding questions as needed to encourage deeper thinking

The teacher imparts knowledge

Knowledge and skills are applied through practical engaging activities that are high in rigor

Knowledge and skills are surface level, and classroom activities are low in rigor



INTENTIONAL CONTENT

VAGUE CONTENT

The teacher carefully analyzes content standards to determine what students are capable of learning independently often through the use of technology outside of the classroom, and what should be learned collaboratively through application of their knowledge inside of the classroom.

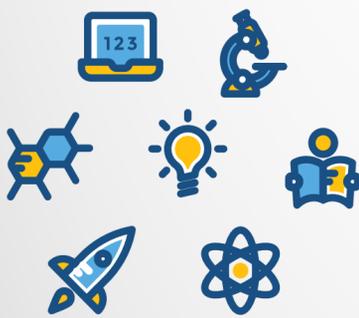
Teacher plans for most content to be delivered in class

The teacher plans for rich learning experiences to take place in class to increase conceptual understanding

If content is delivered outside of class, the teacher has not given much thought to what part of the content standards are best learned independently

Out-of-class lesson delivery, in-class activities, and assessment are all clearly aligned with the content standards

In-class activities and assessment appear arbitrary and not clearly aligned with the content standards



PROFESSIONAL EDUCATOR

CLASSROOM TEACHER

The professional educator sets aside time to regularly reflect on his/her practices

The classroom teacher may be "stuck in their ways" and does not make time for regular reflection of his/her practices

The professional educator seeks constructive feedback from colleagues in order to improve his/her practice

The classroom teacher has rigid classroom expectations and does not give students a voice

The professional educator accepts that noise and movement are inevitable when students are frequently working cooperatively

Interactions such as discussion and cooperative learning are limited between students



*"True Flipped Learning" components attributed to The Flipped Learning Network "Four Pillars". flippedlearning.org