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The Flipped Classroom: Flop, Fiction, Fabulous or Frightening?

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Panel Objectives

When designed well, learning systems can help students to reach their full potential.

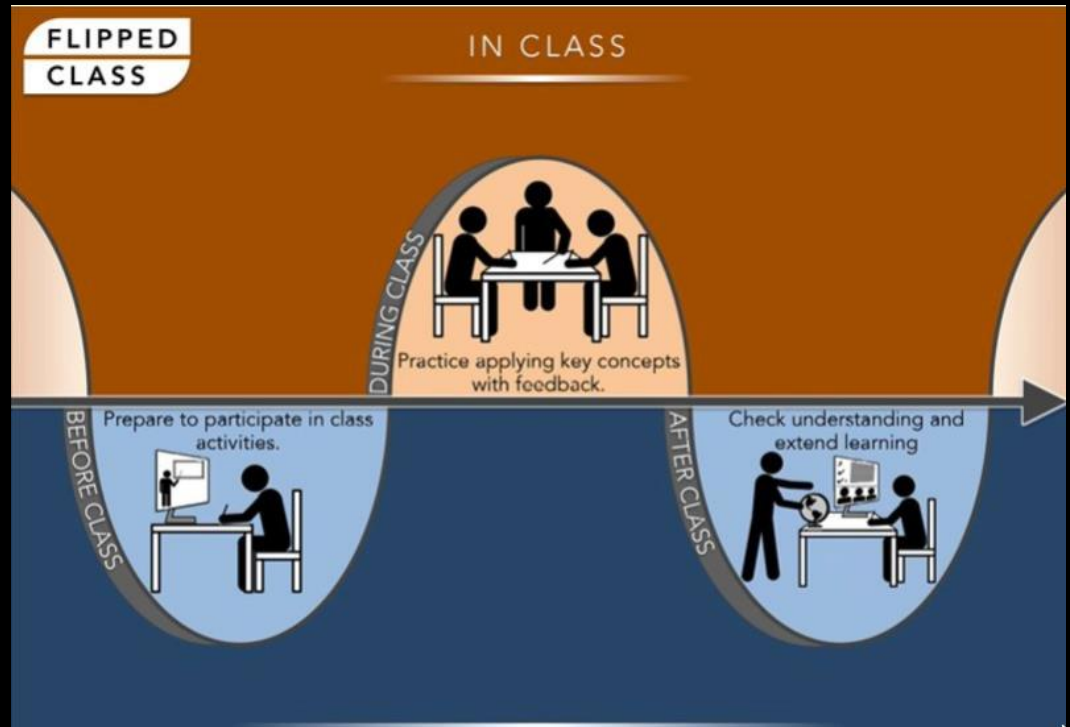
Recently, mainstream education media has given much attention to the Flipped Classroom.

This panel will

1. Unpack the components and processes of the Flipped Classroom
2. Relate it to existing models and theories
3. Identify the gaps it addresses, as well as its strengths and weaknesses
4. Reveal new questions to be explored.

What are the nuts, bolts, and methods of the flipped classroom?

- What is it?
- What is history?
- How did it come to be?
- What research has been done on it?



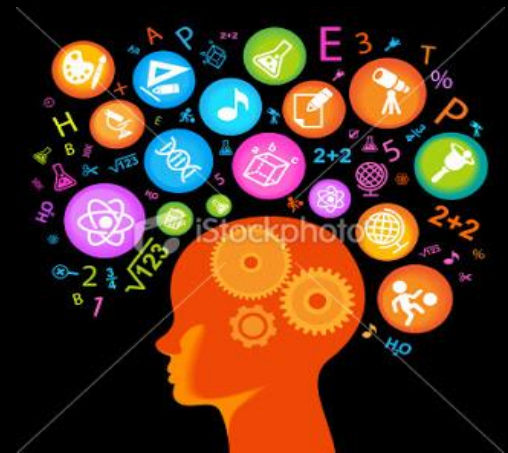
University of Texas – Austin. Center for Teaching and Learning.

How Does the Flipped Classroom Relate to Existing Instructional Design Models and Theory?

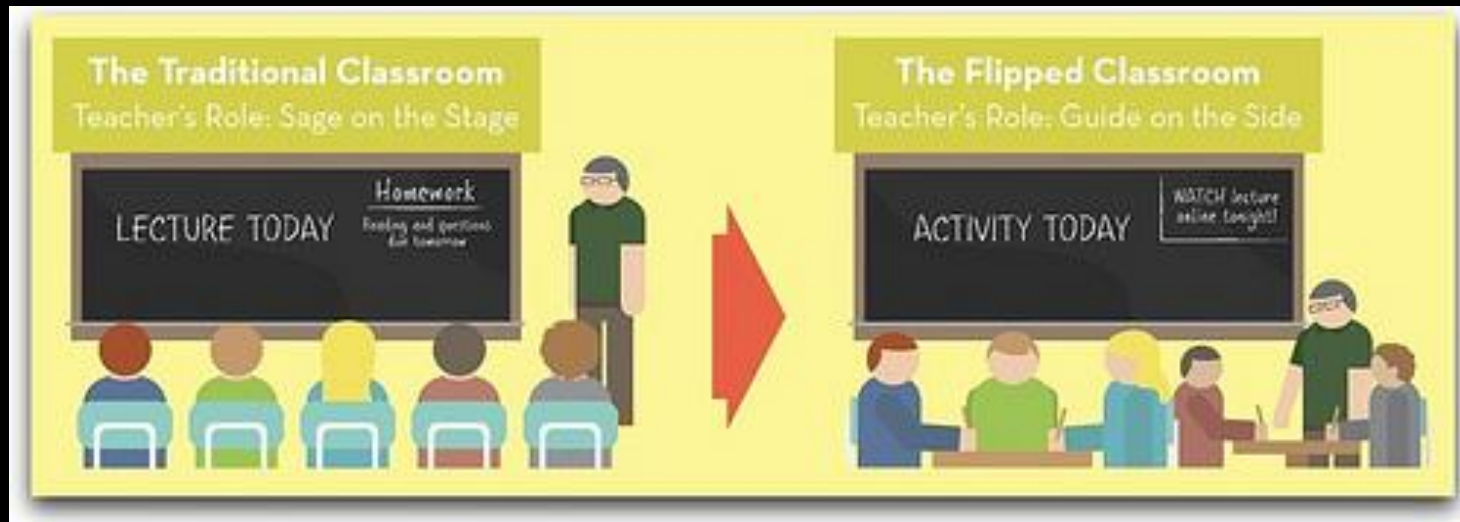
As a recent concept, its success rests not so much with the effectiveness of "flipped classrooms" per se, but with our ability to deconstruct the term into component parts and anchor them in research-based practices.

Connections to

- Multimedia design
- Cognitive apprenticeship
- Situated learning
- ADDIE
- Kemp Design Model



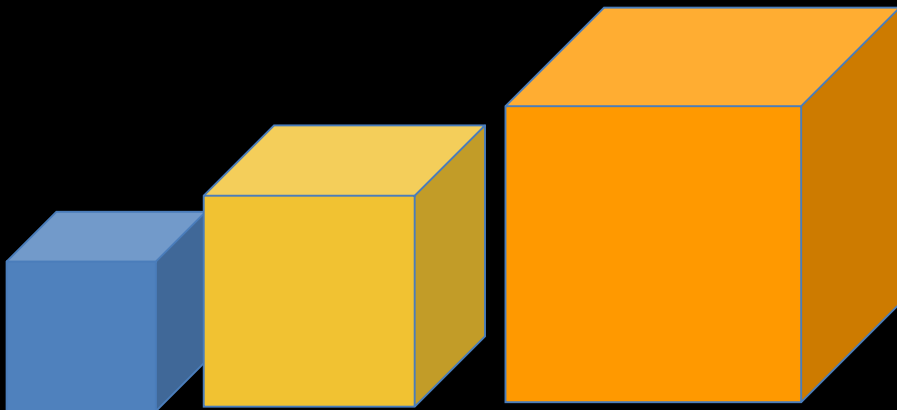
What are the Strengths and Weakness of the Flipped Classroom? What Gaps Does It Address?



INSERT LUCY VIDEO HERE

Flipping and scaffolding

- Helping the learner complete what's needed
 - Understand
 - Perform
- Supporting independent learning
 - End goal
 - Milestones



Reach higher every
time with the
support needed
when needed

Difficult subjects

- Complex guided inquiry experiences



The flipping is in
providing the
resources needed
to complete the
complex task

To What New Questions Does the Flipped Classroom Lead?

Despite its potential, research on its effectiveness is inconclusive. As more educators adopt this model, educational systemic change specialists need to ask :

- How does flipped instruction compare to traditional approaches in the content areas?
- If one must walk with baby steps, when should the flipped classroom be used and what design features should the flipped classroom have for different situations?
- Is it a stepping-stone from the industrial-age paradigm of education to the information-age paradigm?
- What effect will the flipped classroom model have on lifelong learning habits?
- What message does the model send to students, parents, teachers and administrators?
- How does it leverage learning by doing? What other processes does it leverage?
- What aspects of education need to be modified to support flipped classrooms?
- How does it influence student performance on high-stakes tests?
- What are the best ways to prepare pre-service teachers to design flipped instruction?
- Does it afford the opportunity for sizeable authentic projects to drive learning?
- Can it help to personalize the learning process?
- Can it help usher in more self-directed learning?

Conclusion

Critical to the success of any given learning system is the feedback it receives and how that system adapts in response to that feedback.

As researchers and educators, we must challenge ourselves to continually and critically consider and provide feedback on new instructional design theories and models.

Resources

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IMAGES

Knewton.com - [Flipped Classroom Infographic](#)

University of Texas – Austin. Center for Teaching and Learning. [What is the flipped classroom? Website](#)