Flipping the Classroom for Teaching to Higher Levels: Benefits, Challenges, and Best Practices

Namju Cha
Continuing Education, Extension Programs
Defense Language Institute Foreign Language Center
Disclaimer

• This presentation has been approved for public release by the Defense Language Institute Foreign Language Center’s Public Affairs Office. For verification please e-mail: mpa@dliflc.edu

• Contents of this presentation are not necessarily the official views of the Defense Language Institute Foreign Language Center, nor are they endorsed by the Department of the Army, the Department of Defense, or the U.S. Government.

• All third party products / materials featured in the presentation remain the intellectual property of their respective authors / originators. Use of outside materials is done under the fair use copyright principle, for educational purposes only.

• The content of this presentation is the sole responsibility of the author(s).
“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.”

Bergmann & Sams (2014) *Flipped Learning: Gateway to student engagement*
“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.”

Bergmann & Sams (2014) *Flipped Learning: Gateway to student engagement*
“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.”

Bergmann & Sams (2014) *Flipped Learning: Gateway to student engagement*
What is the flipped classroom?

Out of Class:
- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create

In Class:
- Combining parts to make a new whole
- Judging the value of information or ideas
- Breaking down information into component parts
- Applying the facts, rules, concepts, and ideas
- Understanding what the facts mean
- Recognizing and recalling facts

Bloom’s Taxonomy

Image is retrieved from https://tips.uark.edu/using-blooms-taxonomy/
In Class, Students engage in...

- High-Order thinking/ Problem-solving activities
- Individualized learning / Differentiated instruction
- Collaborative work/ Peer-based learning activities
• FLO Topic: Military & Security
  – Deploying additional THAAD missile system in South Korea
• Target Proficiency Level: 3/3/2
• Six students
**KUD: What are key concepts?**

**Out-of-Class activities**
- Knowledge
  - Capabilities
  - Specifications

**Understanding**
- Causes
- Possible consequences

**In-Class activities**
- Do
  - Present it in spoken or written form
SAMPLE Flipped LESSON

- Out-of-Class activities: to develop background knowledge on the topic
- Differentiated content by the level of proficiency

A  THAAD system
   Webtoon & SK news report

B  NK’s weapons program
   NK news report & interview with an expert

C  SK-China relationship
   Magazine article, round table discussion
• **Out-of-Class activities (Tangible outcomes)**
  – Create a timeline (2016-present, significant events only)
  – Complete meaning-focused activities or write a summary
  – Create an e-poster on Linoit for a small group presentation
• **In-Class activities**
  - Check comprehension, ask questions & receive feedback
  - Small group presentation
  - Discourse analysis
  - Scenario-based task & Peer assessment
  - Self-reflection
  - Student feedback
  - Transition to the next topic
  - Lead-ins for the next topic
• In-Class activities
  – Check comprehension, ask questions & receive feedback
  – Small group presentation
  – Discourse analysis
  – Scenario-based task & Peer assessment
  – Self-reflection
  – Student feedback
  – Transition to the next topic
  – Lead-ins for the next topic
Challenges & Instructional Strategies

- **Challenge 1: It takes too much time to prepare the flipped classroom**
  - Start small
  - Decide what to flip
  - Get students involved
• **Challenge 2: Student Resistance**
  – Explain the purpose of flipped learning
    • Work at your own pace
    • Differentiated activities, Interactive activities, Productive skills
    • Flexibility
  – Provide scaffolding activities for more struggling learners
    • Create “Hint folder”
    • Sample works
    • Brainstorming / modeling during lead-in activities
Challenges & Instructional Strategies

• For its successful implementation, it is essential to...
  – Warm up your students for out-of-class activities
  – Provide clear instruction
    • Written instruction
    • Assignment Checklist
  – Get feedback from students at the end of the lesson
  – Reflect on your lesson
  – Communicate with your team teachers
Questions?
References

• Bergmann, J., & Sams, A. (2014). *Flipped Learning: Gateway to student engagement*. International Society for Technology in Education


