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**Annotated Bibliography**

**1) Source:** LaFee, Scott. "Flipped Learning." Education Digest 79.3 (2013):

* Usefulness:
  + This article is a pro-flipped learning article, yet addresses a few concerns regarding how well it might work in practicality. It is useful to my argument because it highlights key pillars of flipped learning and some of the colloquial successes it has yet points out the fact the lack of any strong empirical data for its effectiveness. This article will help me develop a strong argument for a flipped IB education while also helping me underline concerns of doing so.
* Quotes to draw on:
  + Flipped-learning advocates, teachers become "guides on the side, shepherding students in charge of their own learning. –Page 13
  + The idea is not without skeptics, who question whether (1) the approach is practical or equitable in places where significant numbers of students (or schools) have insufficient technological resources; (2) it is truly applicable and scalable beyond classrooms with highly motivated and talented teachers and students; and (3) it really works better than current instructional models. – Page 14
  + Bergmann says the primary reason administrators balk at flipped learning is a lack of familiarity: "They need more information about how it works, the issues that come up like how to evaluate flipped-learning teachers, the problems of rolling it out." –page 16
  + Green expanded the flipped model to 140 in- coming high school freshmen. Again, he found success. The failure rate dropped by 33% in English language arts, 31% in math, 22% in science, and 19% in social studies. Standardized test scores went up, as did attendance. Disciplinary problems declined 66%. –Page 17
  + There are almost no broad-based empirical data yet about the efficacy of flipped learning. The Khan collaboration is a work-in- progress. A few dozen schools nationwide are incorporating its videos in their online lessons, but it's too early to know how well things are going. –Page 17
  + "Sometimes the lack of a common definition can cause misunderstandings and implementation problems," says Michael Gorman, who oversees a program at Woodside Middle School- page 18
  + Bergmann believes flipped learning is built on four main pillars: A flexible learning environment, A revamped learning culture in the classroom, Intentional content, and Professional educators. –Page 18
  + Bergmann does not describe flipped learning as pedagogical reform. It's a tool, a new way of doing things. "It leverages old ideas in new ways," he says. "It allows technology to make things more inventive and reach different students in different ways." – page 18

**2) Source:** Thiele, Hank. "Blended and Flipped Learning." Tech & Learning 34.2 (2013): 44.

* Usefulness:
  + This article addresses not only flipped learning (in which it is supportive of); it addresses some of the ways that technology is revolutionizing education and the classroom environment. Flipped learning fits into a larger story of 21st century teaching and classroom life- questions regarding how blended learning and flipped classes allow for better student experiences and skill development are addressed in this source. This article would help me develop an argument that the IB programme should be flipped and blended.
* Quotes to draw on:
  + As a result there is an opportunity to reconsider and perhaps reshape the structure of time, communication, collaboration, expectations, and the physical space of the classroom. 44
  + Flipped learning, where students begin to interact with new concepts or ideas outside of the traditional classroom space and then are asked to use some of that prior knowledge when entering the classroom, is one of the strategies for blended learning that is growing in popularity. 44
  + However, other challenges still exist, including finding time for professional learning, fear of change or giving up control, and rapidly changing expectations. Some schools are facing competition from virtual or charter schools, which has raised the pressure to adopt more digital practices. 44
  + Other interesting questions emerged about how a more blended environment will require us to rethink much of what we have done procedurally, such as attendance, graduation requirements, seat time, substitute teachers, and classsizes.44

**3) Source:** Wallace, Albin. "Social Learning Platforms and the Flipped Classroom." International Journal of Information and Education Technology 4.4 (2014): 293-6.

* Usefulness:
  + This article talks about the innovation that can come from flipped classrooms. This article investigates the ways social platforms and social media become involved and useful in education when the classroom becomes flipped. This article contends that education actually changes, there is an ontological shift when teachers use flipped learning and technological innovations of social platforms in their classrooms- a whole new teaching practice is actually being created. The article makes a strong case for flipped classrooms and blended learning and could be used to as reasoning for a flipped IB education.
* Quotes to draw on:
  + Edmodo embodies a democratic approach with its organizational structure and takes an educational grassroots approach towards systems’ development and resource sharing. It has administrative and organizational functionality, which actually reflects the natural rhythms and cultures of school classrooms. Many TEF teachers are implementing Edmodo in their teaching and learning design in a way that not only encompasses and embraces effective, existing models, but also acts as a catalyst and a driver for change by turning traditional instructional models on their heads by allowing children to more actively participate in their learning during the school day and also out of school. This also promotes the creation and distribution of information and knowledge in a wide range of learning contexts. Page 293
  + The shape of learning may be radicalized and the way in which teachers and students interact driven by the influences of social media and their online communities. The context of Edmodo is not primarily technological. It is essentially a pedagogical and collaborative communication system that encourages a move away from an infrastructure- heavy, technocratic education environment where technology takes center stage. The virtual spaces are ones that are accessible through mobile, personal, portable networked devices. This will help ensure that the emergent revolution is one, which has a serious, sustainable future, firmly grounded in popular, contemporary, transient and mutable technologies. 294
  + The flipped classroom and the use of Edmodo expose some ontological changes with respect to the use of digital technologies within education. The artificial duality of the “real” and online worlds [5] is revealed as being no longer relevant as the two spaces seamlessly integrate. This is particularly evident in the way in which video, text and instruction are balanced both synchronously and asynchronously according to need and expediency. Epistemologies also change with knowledge and understanding achieved through the flipped classroom challenging preconceptions about the roles of the teacher and the student and how these relationships become more complex and complementary in online spaces [6]. 295

**4) Source:** Love, B., Hodge, A., Grandgenett, N., & Swift, A. W. (2014). Student learning and perceptions in a flipped linear algebra course. International Journal of Mathematical Education in Science and Technology, 45(3), 317-324.

* Usefulness:
  + This article examines an experiment comparing traditional classrooms to flipped classrooms. While the flipped classroom yielded some promising results and seems to lead to more student engagement and positive feelings towards their education it rests on little empirical data that shows a great difference in results between the traditional and the flipped classroom. The results of this article show that students liked their classroom experiences more in the flipped classroom- interesting, yet is it worth flipping a system for this change if results are not actually impacted? This study is pro-flipped education, however there is a strong sentiment that their needs to be more data developed on flipped learning before we can make any meaningful conclusions. I think this article can strengthen and complicate both sides of my intended argument.
* Quotes to draw on:
  + The traditional lecture style of teaching remains the norm in college courses across the world, and particularly in the USA. [7] Students are familiar with this method and are generally comfortable in the traditional classroom. For many, it is a method that yields positive results. However, it certainly is not the best approach for everyone, both in terms of learning style and flexibility. 317
  + The basic idea is to move the basic knowledge out of the classroom and then use class time for activities that deepen that knowledge 318
  + While the flipped classroom model shows promise for improving STEM learning and increasing student interest in STEM fields, [11,12] little research has been undertaken to rigorously assess the actual effects on learning that can result from this new approach. [13] The utility and educational impact of the flipped classroom model needs to be well researched and documented in specific content areas and courses so that faculty members and administrators can make informed decisions when considering changing instructional strategies in such a significant way. 318
  + The purpose of this study was to compare the effectiveness of two teaching methods (a traditional lecture and a flipped style) in a sophomore-level linear algebra course at a mid-sized metropolitan university. 318
  + To date, however, discussions of the flipped classroom model and its impact on student learning are more anecdotal than data driven. 319
  + Active vs. passive learning
  + Lage, Platt, and Tregalia, [9] who claim to be the first to have implemented the flipped (inverted) approach, reported that students in their economics course felt that they learned more in the flipped environment than in a lecture course. They enjoyed the hands-on approach as well as the group work and interaction with peers and felt more comfortable asking questions in the less formal flipped classroom. 319
  + Become more independent and active learners.
  + Results showed that 74% of students in the flipped section had a positive attitude about the flipped classroom approach. 322
  + While many students were quite hesitant to do the board work early in the semester, by the end of the course, over 81% of students were comfortable with working problems on the board. Almost 78% agreed that the group work helped them to become socially more comfortable with their classmates, and over 70% agreed that explaining a problem or idea to their partner helped them to develop a deeper understanding of it. Again, this was reflected in student comments – ‘this format is so much more fun . . .you get to get to know your classmates much better. I feel like I learned better too.’ 322
  + Before a significant number of university faculty will be willing to undertake such a dramatic change in instructional practices, as that represented by flipped classroom strategies, it will be critical to continue to build a foundation of systematic research that investigates the nature, utility, and effectiveness of flipped classroom models. Hence, further research is needed in other disciplines, instructional contexts and by additional STEM educators, to more fully contribute to the instructional decision making being undertaken on college campuses today related to the use of flipped classroom environments. 323.

**5) Source:** The Flip: End of a Love Affair by [Shelley Wright](http://plpnetwork.com/author/shelley-wright/) on Oct 8, 2012 in [Less Teacher, More Student](http://plpnetwork.com/category/voices/less-teacher-more-student/), [Making The Shift](http://plpnetwork.com/category/voices/making-the-shift/), [The How of 21st Century Teaching](http://plpnetwork.com/category/voices/the-how-of-21st-century-teaching/), [Voices](http://plpnetwork.com/category/voices/) BLOG http://plpnetwork.com/2012/10/08/flip-love-affair/

* Usefulness:
  + The blog is useful to my project because it is the story of a teacher who used flipped learning in her classroom and found that it was not the experience that she wanted. This teacher challenges some of the assumptions that surround flipped learning and argues that education is not actually being transformed by this teaching strategy. I think that is source is particularly useful because it is the story of a Canadian teacher using flipped learning; therefore I can make comparisons and draw clearer conclusions from her comments with the educational system I am most comfortable with. I will use this blog to support an argument that IB education should not be flipped, or at least not be flipped because it is transformative in some way.
* Quotes to draw on:
  + Blog of a teacher who stopped using flip in her classroom:
  + It simply didn’t produce the transformative learning experience I knew I wanted for my students.
  + As this new way of learning played out over time, my students found they didn’t need me to locate or create videos for them. Instead, they learned how to learn, and they were able to find their own resources. For me, this was a much more important skill than following my directions or using the resources I told them to use.
  + As this shift occurred, the flip simply disappeared from our classroom. It took almost a year for me to notice it was gone. Instead, our classroom had become a place where students discovered and shared their own resources, while engaging in projects with each other. There was no need for me to assign video homework or create portable lectures. It all happened during class.
    - 1) I dislike the idea of giving my students homework.
    - 2) A lecture by video is still a lecture.

The reality is that many if not most teachers who opt for the flipped classroom strategy are not pursuing a student-centered approach to teaching and learning. The traditional model of learning is simply being reversed, instead of being reinvented. The lecture (live or on video) is still front and center.

* My students need to be able to find and critically evaluate their own resources.
* When students own their learning, then deep, authentic, transformative things happen in a classroom. It has nothing to do with videos, or homework, or the latest fad in education. It has everything to do with who owns the learning.

**6) Source:** IB website, <http://www.ibo.org>. Accessed January 4, 2015.

* Usefulness:
  + The IB website along with IB supporting documents helped me develop a stronger sense of why an IB education should or should not be flipped. My project will need to clearly state what an IB education is and means, along with the foundational elements that it is built upon. A convincing argument to if the programme should subscribe to the flipped teaching practice is not clear from the website, there is nothing stating whether or not IB should incorporate flipped practices. While reading the website and documents I realized that flipped learning is definitely not the only way the goals of IB could be met therefore I the IB website and documents will be a foundational source in my project that allows me to make inferences based on other sources of flipped learning.
* Quotes to draw on:
  + IB students will: be encouraged to think independently and drive their own learning
  + Encourages students to think critically and challenge what they are told
  + The International Baccalaureate® (IB) aims to do more than other curricula by developing inquiring, knowledgeable and caring young people who are motivated to succeed. Education in [International Baccalaureate® (IB) World Schools](http://www.ibo.org/en/become-an-ib-school/): centers on learners, develops effective approaches to teaching and learning, works within global contexts, helping students understand different languages and cultures, explores significant content, developing disciplinary and interdisciplinary understanding that meets rigorous international standards.
  + An IB education aims to transform students and schools as they learn, through dynamic cycles of inquiry, action and reflection.  Teachers enable and support students as they develop the approaches to learning they need – for both academic and personal success.

**7) Source:** YouTube Clip: Salman Khan: Let's use video to reinvent education https://www.youtube.com/watch?v=nTFEUsudhfs

* Usefulness:
  + This sources is pro-flipped learning. Khan opened the Khan Academy, which gives free resources for teachers who use flipped learning in their classrooms. Khan’s main points are that he provides a better learning experience for students because students are basically armed with tutors that allow for individualized teaching rather than a “one lecture fits all”. Students with learning disabilities or students who simply need to re-listen to what the teacher said can do so without feeling embarrassed or without slowing down the learning of others. Klan also emphasizes the meaningful interactions students’ get from more collaborative class time and peer-to-peer interactions.
* Quotes to draw on:
* Video clips worked for students with learning disability
* Students don’t feel embarrassed to keep going back and re reading
* Humanizes the classroom- interaction with each other
* Self-paced, peer tutoring
* Students can connect over time and space- working towards a global one-world classroom
* Using Khan Academy teachers can use data driven results from questions to see where students are struggling- where they pause and re-watch, what questions they are getting wrong, how many times they watch what.

**8) Source:** Springen, K. (2013). Flipped. New York: Media Source.

* Usefulness:
  + While this article in many ways looks at the successes of flipped learning it brings up interesting counter arguments that I would like to address. This is a strong source for my project because it lays out the downsides of flipping your classroom and critically examines the assumptions educators are making about flipped learning.
* Quotes to draw on:
  + Of course, just because a librarian or teacher posts a video doesn't mean students will watch it. "In the middle school, where we have a lot of issues with apathy, some of them aren't going to go and do something, even if you beg them," says Tiffany Whitehead, a library media specialist at Central Middle School in Baton Rouge, LA.
  + Not everything is flippable. "Nothing is going to replace the experience of being a member of an audience that has a group discussion or debate," says School Library Journal blogger Joyce Valenza, a teacher librarian at Springfield Township High School in Pennsylvania. It's important for students to be together in person to simulate coming to Ellis Island and being thrown out for possible diphtheria, she says. The same holds true for debates about which late-20th-century president was best. "You can do it on Google Hangouts, but it's just not the same," she says. Another hurdle: answering students' questions about videos they watch in the wee hours of the night. "It's unrealistic to expect the teacher to work 24/7," says Valenza.
  + "What people respond to first is the time-savings aspect," says Lodge McCammon, project director of the Institute for Educational Innovation at North Carolina State University and a former AP economics teacher. "The traditional concept of lecturing is completely obsolete now. It doesn't work any more.... The inefficiency of the classroom knocks people over. I would give the same 70-minute lecture three times a day to my students--210 minutes of lecture on the same topic," he says. "If you film that same lecture, it ends up being between 8 and 10 minutes."
  + An AP government teacher told Ming the best part of teaching his class was holding class discussions. The flipped classroom helped him get through the material with time to spare for conversation.
  + "Partial flip"--using videos to enrich activities. "It won't be where they'll be penalized or can't pass the test because they didn't see a certain video at home,
  + Students in parts of the country that aren't as technologically advanced can be left out, too. "There are places like Iowa, Montana, or Appalachia, where it would be very difficult to get a free wireless signal to everyone," says Jones. Even preloading flash drives with videos assumes kids own a device at home to plug the flash drive into. So she likes the idea of operating the mobile lab out of the classroom.
  + The "home" portion of the flipped classroom can be too passive for many educators' taste. "Some of the most effective ways that students can learn are by doing, not by watching other people do," says Lisa Nielsen, author of Teaching Generation Text: Using Cell Phones to Enhance Learning (Jossey-Bass, 2011). "Listening to a lecture is nothing new. I just don't believe it's the most effective way to learn," she says. "I believe the most effective way to learn is to do work that's meaningful, not to sit and watch someone else do something. This is not revolutionary," she says. "If there's a video that can help someone understand something, that's great. I just don't think that should be the be-all and end-all."
  + "The kids are all watching the same videos," says Nielsen. "There's no differentiation other than when they watch the videos. There's no discovery. They're all going down the same narrow path and choosing the same goal." She calls it a "one-size-fits-all, canned path that someone else chose for them."
  + Watching videos also means more sitting in front of devices. The American Academy of Pediatrics recommends kids limit "screen time" to two hours a day because too much exposure has been linked to obesity, irregular sleep, behavioral problems, violence, and less time for play. But not all screen time is created equal. Nielsen, who opposes "scapegoating screening," says it depends on how the tools are used. "You could be writing, creating, changing the world from your laptop," says Nielsen. "In countries like Egypt, we've used screens to start a revolution."
  + The flipped classroom can also be too noisy for some educators. "A school shouldn't look like a factory," says Nielsen. "It should look kind of chaotic. We want these vibrant environments. We want schools to be places that if kids weren't required to attend, they would still want to be there." Carpeting to deaden sound isn't always an option. A science lab, for example, can't have it because it could catch on fire, says Bergmann.
  + The flipped classroom's buzzword? Curation. Many teachers use a combination of their own materials and those of others. Although "it's best practice to use your own videos," says Bergmann, "it's not always practical." Recently he visited a Detroit school where kids read at anywhere from a third- to a tenth-grade level. "It's not practical for them to make all their own videos," he says. And sometimes kids who struggle--and who lack parents at home who know how to help with problems--will become the class clown, says Troy Smith, educational product manager for TechSmith, which makes apps that help teachers create videos. "It's this downward spiraling."
  + Students need to feel as though their teachers are guiding them to the best materials, not merely giving them a list of videos to watch, says Valenza. And teachers (and state tests) still need to assess students. "If our students are learning collaboratively, should we then assess them collaboratively?" asks YayMath's Adhoot. How does it fit in with the SAT and ACT tests, GPAs, AP tests, and the college-selection process? "Teachers work for administrators, and administrators work for districts, and districts answer to the powers that be that for many reasons are resistant to change," says Adhoot. For her part, Valenza expects that almost every textbook will be on an electronic device within the next 5 or 10 years. If nothing else, the flipped classroom will make for lighter backpacks.

# 9) Source: YouTube Clip: Everything You Need to Make Educational Videos...More or Less

<https://www.youtube.com/watch?v=lFL6k-qwUaE>

* Usefulness: This YouTube clip was very informative on how to create a flipped learning lesson. After watching a variety of clips and reading many blogs from around the Internet I found this video most useful to a new teacher entering into the world of flipped learning. The video explains the four key elements teachers need to create a flipped lesson, which include a screen recorder, a writing device, software or an app and video paper, or essentially somewhere to upload the video.