Kathryn Davis

November 27 2014

EDUC 450: Isobel Willard

**Inquiry Proposal**

**What is your question and how did it arise for you?**

Inquiry question: Are Blended and Flip learning the most effective teaching and learning strategy to use with students in the IB Programme? (Or in a rigorous programme that is externally assessed).

I am drawn to this topic because I’m interested in reexamining how the use of class time is spent. I want to investigate this topic to determine if flipped learning has a place in best teaching practices for an IB education. I am curious to look at research the sheds light on flipped/blended learning in relation to multiple intelligences and learning disabilities like autism and dyslexia. My bother is severely dyslexia, so I am in part drawn to alternative teaching practices because traditions ones did not work well for him, as they did for me.

**What are the subtopics/ key questions you will be posing within your inquiry?**

1. What are the goals of an IB education?
2. What does ‘best teaching practice’ mean?
3. What are the benefits on flipped learning?
	1. Students are able to use 21 century skills in the classroom- concept based students don’t have to memorize they can focus on the main purposes and bit
	2. Students like to pause and re watch the video- they found it very helpful
	3. Makes students accept responsibility for their learning
	4. Leaves the classroom for higher order learning
	5. there is a holiest nature to the many pedagogical practices that exist in learning
4. What are the benefits of blended learning
5. What are the drawbacks of flipped learning?
	1. What happens when students don’t do the work?
	2. Is there no opportunity to read the students?
	3. Are students going to have too much homework?
	4. No immediate clarification?
	5. Teachers need time to make recordings?
6. What are the drawbacks of blended learning?
7. Does IB have a stance on flipped/blended learning?
8. How are classrooms changing? What does the future of the classroom? Is flip learning the new best practice?
9. How would flip/ blended learning affect students of different intelligences? Does it favor some over the other?
10. How would flip/ blended learning affect students with learning disabilities? Would flip learning mean that more students could strive for an IBDP education?
11. Overall, as an IB teacher would I use flip/blended learning in my own practice? Would my opinion change if I were in a regular classroom?

**Why is your question significant?**

I believe I have a significant question because it investigates not only how technology is used in classrooms but how technology can change how we spend class time, and in many ways the structure of current schooling. I think an inquiry question that looks to uncover the best ways to create classrooms that honor the intelligences and uniqueness’s of students is valid and significant to the modern education field.

**What resources will you draw on to explore your question? (e.g., journal, readings, curriculum/policy documents)**

* EPSE 308: Human Development, Learning and Diversity
* IB Website
* Educational Journals through UBC library :
	+ LaFee, Scott. "Flipped Learning." Education Digest 79.3 (2013): 13.
	+ Lafee, Scott. Flipped Learning. 70 Vol. Arlington: American Association of School Administrators, 2013.
	+ Thiele, Hank. "Blended and Flipped Learning." Tech & Learning 34.2 (2013): 44.
	+ Hoffman, David. The Flipped Learning Model. 20 Vol. Information Today, Inc, 2013.
	+ Slomanson, William R. "Blended Learning: A Flipped Classroom Experiment." Journal of Legal Education 64.1 (2014): 93.
	+ "ISTE Authors Launch Flipped Learning Network." Learning & Leading with Technology 40.2 (2012): 8.
	+ Bergmann, Jon, and Aaron Sams. FLIPPED LEARNING: Maximizing Face Time. 68 Vol. Alexandria: American Society for Training and Development, 2014.
	+ Keengwe, Jared, Grace Onchwari, and James N. Oigara. Promoting Active Learning through the Flipped Classroom Model. Hershey, PA: Information Science Reference, 2014.
	+ Hennick, Calvin. FLIPPED. 13 Vol. New York: Scholastic Inc, 2014.
	+ Shaw, Michael. "Flipped Learning may Create a Flap: Pedagogy." The Times Educational Supplement.7 (2011): 3.
	+ Springen, Karen. Flipped. 59 Vol. New York: Media Source, 2013.
	+ Wallace, Albin. "Social Learning Platforms and the Flipped Classroom." International Journal of Information and Education Technology 4.4 (2014): 293-6.
	+ Ali Sharaf Al MUSAWI. "Blended Learning." Journal of Turkish Science Education 8 (2011): 3-8.
	+ Dalto, Jeff. "BLENDED Learning." ISHN 48.9 (2014): 42.
	+ Zuckerman, Steve. "Blended Learning." ISHN 46.9 (2012): 26.
* Educational websites and blogs that address flipped and blended learning
* Khan Academy and Stanford University
* The success of schools in Idaho who have implemented flip learning
* Case studies
* Chapter 5/ 6 in Spirals of Inquiry

**What are you methods of research?**

While surveys and interviews with teachers and students would be of great value to this research in interest of time getting an ethical approval by UBC’s Behavioral Research Ethics Board will not be possible. Therefore my research will consist of academic journals, newspapers, blogs, IB websites and course readings.

**What do you expect to find out?**

I expect to find two strong sides to the argument of flipped and blended learning as best teaching practice, each with conclusive benefits and drawbacks. I expect that flipped and blended learning will have positive results in areas of multiple intelligences and learning disabilities, however I believe that it may be unmanageable for teachers and students workload in the current system of teaching.

**How do I expect to present my inquiry topic?**

I will use flipped/ blended learning to create my presentation/findings. I will film myself giving my lecture and send it out to my classmates. I will than use class time to have a short discussion and field questions on my question. I will also hand in a paper copy of my abstract, overview, reflection and annotated bibliography.