

## Teaching Note

# Flipping My Class; A Shift in Perspective

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A few years ago, I came across the famous Flipped Classroom (n.d.) infographic (<https://www.knewton.com/infographics/flipped-classroom/>) and was excited about the idea of more student engagement in class. My classes were going well; students were getting good grades and seemed to be enjoying themselves. However, I was becoming bored of the same pattern, and most importantly, I noticed that students were just not talking very much. I wanted a change.

As I started researching the model, I found a lot of information about software to help with recording and streaming lectures. However, I do not "lecture," and it was hard to find a concise guide on *how* to actually do it. So, I went back to the basics of teaching – Bloom's Taxonomy – and created a process that has added genuine interaction and active learning in my classes. Below is my own process that I used to change how I organize and create my classes.

### **What am I currently doing?**

A typical day in a communication class (50 min.) looked like this:

### In-class

1. Introduce the day, collect homework, and take attendance
2. Vocabulary – definition match
3. Watch a video (two or three times based on need) and complete a cloze activity
4. Answer questions, give homework and wrap-up

### Homework

1. Answer comprehension questions on video

### **What are my goals?**

I wanted a class where students did most of the talking. I wanted students to use and apply new knowledge in conversations and express their ideas. My goals were to have more communication, creating, and critical thinking.

### **What can I change?**

The instruction and activities were all lower order learning in class; it was remembering and understanding – the base of Bloom's taxonomy. To flip, I needed to remember: do what you usually do in class for homework and

homework is now what you do in class.

#### In-class

1. Group work and feedback
2. Analyze: organizing and classification
3. Create: plan and produce

#### Homework

1. Factual knowledge (i.e. read or listen to audio)
2. Repetitious materials (i.e. vocabulary)
3. Materials in which technology is available (videos and audio)

One of my favorite links I often use is Bannister's (2002):

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/developing-objectives>. When I am wondering what I should do in class and how I can get students engaged, I look at the actions verbs in application, analysis, synthesis, and evaluation. It helps inspire me to create new activities.

#### **My flipped class**

##### Homework from the night before

1. Listen to audio (as many times as needed\*) on chosen topic and complete cloze handout.  
*\* audio/videos are uploaded to the class web site.*
2. Complete vocabulary definition match.

##### In-class

Students:

1. Are put into groups, introduce the day, give students discussion questions about the previous night's homework (5-10 minute discussion) while I take attendance.

***[W]hen I hear groups comparing, validating and discussing their own answers from the homework, I know that this change in focus has been exceedingly beneficial.***

2. Describe audio in groups, compare and evaluate their cloze and vocab definitions. Discuss any differences and defend why they chose their answer.
3. Analyze audio

transcript for vocabulary, put into word family list, and create new sentences.

4. Create discussion questions from audio in groups (jigsaw activity).
5. Preview next listening and/or topic with discussion questions that connect to personal experiences.
6. Answer questions, give homework, wrap-up

It has been over 3 years since I flipped my first course and it has been a very positive experience. There are some days that I do focus on remembering and understanding, but the majority of my classes are flipped. My lesson plans focus on discussion and creation. Homework is not only a continuation of what happened the day before, but a preparation and precursor for what they will learn and use the next day. Classes are no longer monotonous. Students do most of the talking and when I hear groups comparing, validating and discussing their own answers from the homework, I know that this change in focus has been exceedingly beneficial.

## References

Bannister, S. (2002) Developing Objectives and Relating them to Assessment. *The Center for Teaching and Learning, University of North Carolina, Charlotte*. Accessed 4/8/2016 at <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/developing-objectives>

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