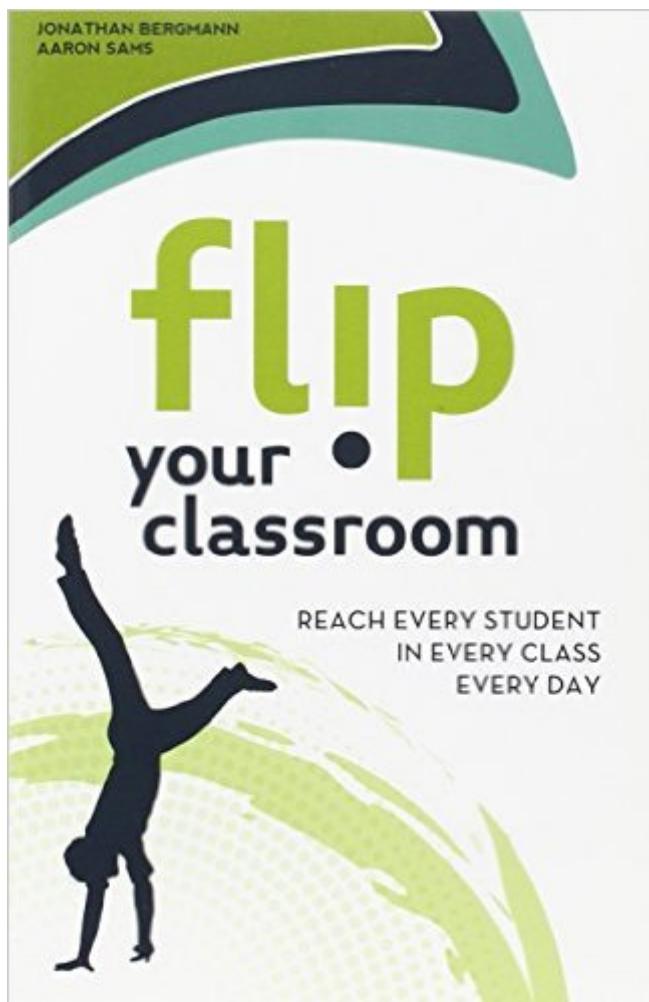


The book was found

Flip Your Classroom: Reach Every Student In Every Class Every Day



Synopsis

It started with a simple observation: students need their teachers present to answer questions or to provide help if they get stuck on an assignment; they don't need their teachers present to listen to a lecture or review content. From there, authors Jonathan Bergmann and Aaron Sams began the flipped classroom-students watched recorded lectures for homework and completed their assignments, labs, and tests in class with their teacher available. What Bergmann and Sams found was that their students demonstrated a deeper understanding of the material than ever before. This is the authors story, and they're confident it can be yours too. Learn what a flipped classroom is and why it works and get the information you need to flip a classroom. You'll also learn the flipped mastery model, where students learn at their own pace-furthering opportunities for personalized education. This simple concept is easily replicable in any classroom, doesn't cost much to implement, and helps foster self-directed learning. Once you flip, you wont want to go back!

Book Information

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Customer Reviews

The other reviewers have already done a spectacular job discussing the gist of the flipped model that Jon and Aaron have laid out in the book so I won't re-hash all of that. I would rather talk about the usefulness of the book to any classroom teacher thinking about trying this model.I began flipping my Math Analysis (Pre-Calculus) classes second semester last year after reading only a few articles about it. I had already been recording my lectures and posting them online for absent students for a year or so, so the technology was already in place for me. While I experienced tremendous success

with it (even at the basic level that I implemented), I can only wish that I had this book in my hands before I started. I had to figure out what to do and, more importantly, what not to do on the fly on a daily basis. How do you deal with technology issues? What about students who don't watch the videos? How do you check to see who is actually watching and who isn't? etc. This book would have saved me countless sleepless hours and additional gray hairs. Jon and Aaron have written a book that lays out the basic tenets of the model in an easily understandable and usable way. This book is short and to the point. They left all of the fluff out and got right down to the backbone issues that need to be addressed for a successful flipped classroom. They have also thrown in real world examples from other teachers which is always highly useful. In addition to laying out the details of the model, they then move on to talk about the Flipped Mastery model. Being that I already have the video technology in place and am already going to be flipping all of my classes this year, this was really the most informative part of the book for me. Flipping your classroom is not meant to be an end in and of itself. It is a mechanism for changing the focus of the learning in your classroom and to create deeper student understanding. The Flipped Mastery model then provides an even deeper level of learning than a simple flipped approach. This is where asynchronous learning and differentiated instruction really comes into play. As I go through my first full year of flipping, I will come back to this book repeatedly as I look to constantly improve upon the implementation in my classroom. This is a process not a goal. I cannot see how I will ever be 100% satisfied with my implementation. There will always be a way to take it further and to help my students learn even better. I am grateful to Aaron and Jon (and the entire Flipped Class community) for helping me along this journey. As a teacher of 17 years I can honestly say that this approach has completely re-energized me. I could not possibly recommend any book any more highly than I do this one!!!

I am a high school math teacher and am looking forward to teaching my second semester of classes using the flipped model. I found this book to be an interesting read, if for no other reason than to hear about the experiences of the two pioneers. Just reading about the authors' experiences, and about the experiences of other teachers who have flipped their classrooms, was very valuable. They do a good job explaining the why behind flipped learning, and are also very clear that it does not magically eliminate all of the challenges associated with teaching. I also felt, however, that the book made flipping seem unnecessarily complicated and intimidating. The authors devote 3 of the 9 chapters to the "Flipped-Mastery" model, a specific implementation of the flipped learning model which they use in their classrooms. While it was interesting to read about this model and their experience with it, it felt much too advanced for me to consider; having just flipped my

classroom, I'm still getting used to the "ordinary" flipped classroom model. In particular, when I flipped my classes, I discovered almost immediately that my students were working in small groups much more than they did previously, and figuring out the best way to facilitate the small groups during class time has been a challenge. I would have liked to have read more about the author's experiences with small groups in their classes, as well as specific methods they use with students working in groups. Also, the videos which the authors use in their classes are screencasts created using a software app called Camtasia, and they go into some detail on their process of planning and creating these screencasts. While this process may have worked well for them, I found it to be fairly complicated, especially when compared to the method I use, simple one-take videos using a small camcorder. For teachers new to the idea of flipping their classroom, creating lecture videos is often the most intimidating part so a simple approach is generally best. Now that I've had some experience with creating simple lecture videos, I have begun to create some simple screencasts as well, but again, that would have felt too intimidating for me to consider when I first started, especially if that process had required purchasing and learning new software. Bottom line, this is an interesting book and is a bargain at the price, but I hope teachers considering flipping their classes won't come away thinking that it's too complicated for them to do. Once you jump in and try it out, I think you'll find that it's not as difficult as it seems.

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