Assignment #3 ED558

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As I started this assignment, I was concerned about finding an article that would make a connection to my learning, or a reason as to why I should choose an article. In the other course we are currently enrolled in, ED575, we have been discussing the ideas of transforming school. We spent a significant time speaking to flipped classrooms. After having those discussions, I realized that this topic has been brought up recently in staff meetings and professional development over the past few months over and over again. I initially Google searched “flipped classrooms” to find an article. The first link posted to an infographic with statistics, quotes and information touting the fantastic nature of flipped classrooms. I struggled to find the research that supports the claims in the infographic. I ultimately was able to find the dissertation written by Jeremy F. Strayer which was referenced at the bottom of the infographic. The Effects of the Classroom Flip on the Learning Environment: A Comparison of Learning Activity in a Traditional Classroom and a Flip Classroom That Used an Intelligent Tutoring System was the only educational research that was referenced for the entire infographic. The remainder or the references were taken from personal blog or personal thoughts and ideas.

The initial abstract notes that the flipped classroom was conducted in a college setting, not a high school classroom setting that the flipped classroom article is referencing. Strayer also notes, “The findings of this research show that classroom flip students were less satisfied with how the structure of the classroom oriented them to the learning tasks in the course. The variety of learning activities in the flipped classroom contributed to an unsettledness among students that traditional classroom students did not experience.” (iii, 2007) This is again in contrast to what the infographic references as far as student satisfaction. This could however, be attributed to the sample group Strayer studies of college students, compared to the sample group that is reference in the article whom are high school students.

Reflecting on the student responses to a Likert scale survey about the quality of the education provided by a flipped classroom compared to a traditional classroom also does not align with the findings of the article. Strayer’s findings note that the, “lack of a difference in preference for task orientation the traditional and flip classrooms combined with a significant difference in their actual experience shows that the flip classroom likely felt the task orientation aspect of the learning environment was subpar.” (104, 2007). In addition to quantitative research, Strayer also includes a qualitative section where he interviews both staff and students in the traditional and flipped classrooms. Students noted there were ways around doing the actual problems provided through the online component if they skipped ahead to print off answers then went back through the problems again, and specifically noted that it “was like winning a game… but not every learning the actual formula.” (121, 2007) This game aspect of flipped classrooms is noted in the article and often referenced in articles about flipped classrooms as being a positive, however, the students in Strayer’s dissertation admit to not learning the concepts through the manner of instruction. Within the qualitative research component, the instructor does note some interesting uses for the flipped classroom, such as assigning larger group projects to be completed during the in class component of the course, which at a college level, could prove to be very useful. This idea was not noted in the infographic article.

To summarize, the infographic did not seem to analyze or completely read the dissertation that it referenced. The samples of students were not from the same age or level. The results did not show the flipped classroom to be as positive in the aspects the infographic was trying to support. The positive aspects that Strayer notes from the professors’ perspective are not noted in the infographic. The students admitting that they were not learning the content was also not mentioned.

Works Cited

Strayer, J.F. (2007) *The effects of the classroom flip on the learning environment: A comparison of the*

*learning activity in a traditional classroom and a flip classroom that used an intelligent tutoring*

*system.* Ohio State University, Ohio.

The Flipped Classroom Infographic <http://www.knewton.com/flipped-classroom/> 2013 Kewton, Inc