Chapter 12

A Hybrid Flipped Classroom: A Tale of Exploration and Empowerment

Waylon Keith Lindsay
Wake County Public School System, USA

ABSTRACT

This chapter explores one teacher’s journey to redesign a secondary English classroom from its traditional, teacher-directed style to one relying on digital content. The chapter will illuminate the challenges in several ways: 1) both drivers and constraints for redesigning traditional instructional models; 2) best practices for designing and using the flipped model; and 3) ways to support administrators as they seek to foster its use inside classrooms. The author’s transformation is presented to support others’ ability to engage in similar behaviors while acknowledging the real-world challenges that systematic instructional redesign presents. A flipped classroom model is one in which teachers create videos of themselves presenting concepts. Students are asked to watch these videos prior to their arrival, thereby leaving class time for more higher-level activities. One might think of flipped content as an alternative to homework. The material to be studied is redesigned with videos that improve student willingness and flexibility to engage the material. The hybrid flipped classroom model is one that integrates a high level of technology to support curriculum implementation and grading. It relies on content that has been flipped from traditional to digital means by the teacher of record and leverages digital content (created by others) and technology tools to deploy instruction, to evaluate its effectiveness and to alter it as needed.

DOI: 10.4018/978-1-5225-2242-3.ch012
INTRODUCTION

I have been a secondary English teacher for almost two decades and have witnessed myriad changes in education, some that result in higher levels of student mastery and some that undermine that aim. Most changes have been for the betterment of student learning, but others have rushed at conscientious educators quite unexpectedly, requiring professionals to anticipate the broadest implications of those and to redesign instructional models to address them. The impact of students’ consumption of digital data on classroom instruction cannot be understated. Recent data compiled by the Pew Research Center indicate that the percentage of adults 18 and over who go online has exploded from 14% in 1995 to 85% in a mere 20 years (Zuckuhr, 2013). Similar trends with young adults suggest even more impressive numbers: results of more recent polling indicate that a staggering “92% of teens report going online daily -- including 24% who say they go online ‘almost constantly’” (Lenhart, 2015). The challenge educators are facing is how to harness students’ affinity for digital content and direct them into standardized, technology-based solutions in ways that result in tangible gains – gains that can be replicated in classrooms across the nation.

Managing the implications of these changes in the ways students engage and consume digital content has been a real challenge for secondary schools, in large part, because the resources needed to redesign instructional content within classrooms can be crippling for teachers if class sizes are not manageable and if students become reluctant to engage material or are frequently absent. Unless teachers are presented completed e-Learning modules that have been vetted for quality and are aligned to a state’s standards, there simply isn’t enough time to manage the needs of learners while redesigning the content being used daily. In response to an increasing level of student disengagement in the traditional modes of classroom instruction, I redesigned my classroom to minimize the negative impact of high absenteeism and to provide flexibility for students to engage both digital and traditional curricular content both inside and outside the classroom. My hope is that this hybrid model of the flip might help other teachers to reimagine the tools they use to support students as they engage in the wonderfully creative world of the secondary English curriculum.

THE CHANGING SCHOOL CONTEXT

The reasons for embracing the flipped model include several drivers for me and for most of the colleagues I have supported through this flipping process: 1) class sizes continue to increase, sometimes unexpectedly; 2) student absenteeism demands more teacher time to mitigate its effect on mastery of learning goals; 3) face-to-face time for remediating struggling students is limited; 4) engaging reluctant learners is a
Integration of Videoconferencing in ESP and EAP Courses: Focus on Community of Practice Interaction.
Hana Katrnakova (2018). Teaching Cases Collection (pp. 283-303).
www.igi-global.com/chapter/integration-of-videoconferencing-in-esp-and-eap-courses/186537?camid=4v1a

The Effects of Blended Learning Approach through an Interactive Multimedia E-Book on Students’ Achievement in Learning Chinese as a Second Language at Tertiary Level
www.igi-global.com/article/effects-blended-learning-approach-through/64648?camid=4v1a