

# Minnesota Writing Project

## --- Demonstration Lesson Template ---

**Title of lesson: Flipping your Classroom**

**Suggested grade/age: 6-12**

**Approximate time needed to complete lesson:**

Varies, depending on the lesson content.

**Learning objective(s) and significance of lesson:**

This lesson is focused on alternate ways of communicating information to students, and using technology to free up classroom time for interventions and extension activities. The goal of flipping a classroom is to recover time which would have been spent presenting factual content to students by using web tools to present that info to students at home, asking them to then apply that information in the classroom, where the teacher is present to address misconceptions and assess student mastery of the information.

**Brief summary/outline of lesson:**

Using an approach to teaching developed in 2004 by Jonathan Bergmann and Aaron Sams, two teachers from Woodland Park High School, in Woodland Park, Colorado, I have created several lessons which save valuable classroom time for addressing student learning needs. Many times in our teaching, we spend classroom time reading information to students, or slowing down the pace to accommodate the

This lesson details a few tools teachers can use to “flip” their classroom by delivering lecture content to students through online tools and using technology to do real-time formative assessment, allowing classtime to be used to work problems, conference with students, or otherwise extend student learning. Additionally, tools such as Google Docs allow teachers to do high level data analysis without the data-entry.

**Related Resources:**

**Google Docs/Google Forms:** allow teachers to share handouts with students, and allow teachers to collect data from students for later analysis.

**YouTube.com:** the video-sharing juggernaut is an easy-to-use platform for posting video resources for students to access. While YouTube is the more established player, newer services, such as **Vimeo.com**, offer additional platforms for sharing video online.

**Computer Microphones:** allow teachers to record audio tracks/podcasts, which can also be posted online for student access. Uses include student- or teacher-created audiobooks of class handouts, short stories, etc.

**Possible extensions or adaptations for different purposes/student needs:**

These tools are flexible and can be used in many ways. The greatest uses for learning include formative assessments, data tracking, peer editing, and self assessment.

For additional information, contact:

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