

VIDEO SUMMARY

Implementing Flipped Classrooms

Resource person: Sprouts | Animated educational media publisher; the individual narrator is not credited on the video page | Curated from Sprouts
Implementing Flipped Classrooms | Blended Learning and MOOCs | technology

Flipping changes where introductory explanation and guided practice happen. In Sprouts' model, students first meet a topic before class, often through a video, then use class time for problems, practical work, projects and group discussion. Because a video can be paused and replayed, learners can control the pace. The classroom becomes the place for applying ideas with peers and teacher support.

The work begins with alignment. The pre-class material and in-class activity need to address the same learning outcome. A short readiness check or question can reveal misconceptions before practice begins. In class, the teacher listens, diagnoses, explains where needed and coaches individuals or groups. An existing resource can be suitable when it is clear, accurate and accessible.

The video presents the model as more efficient and inclusive: prepared students can contribute, learners can help one another, and the teacher can reach students who might not volunteer questions. Research gives qualified support. Meta-analyses find average learning gains over traditional comparisons, with substantial variation between studies. Stronger designs preserve class time and use structured active learning, problem-solving or pre-class checks. Student satisfaction varies across implementations.

The video's equity claim needs particular care. Requiring streaming, quiet study time or extra out-of-class hours can disadvantage learners with limited connectivity, disability-related access needs, employment or care responsibilities. Offer downloadable or low-bandwidth material, accurate captions or text, accessible formats, a realistic workload and a route to complete preparation on campus or another suitable place. A learner who arrives without completing the preparation still needs a way into the class activity.

A useful first trial is one lesson: specify the outcome, assign a short accessible preparation, ask one low-stakes diagnostic question, run a structured application task in class, then use an exit response to decide what to revise.