

One High School English Teacher ON HIS WAY TO A FLIPPED CLASSROOM

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This article examines changes in approaches to planning, uses of technology, and use of classroom time as an ELA teacher constructed a flipped unit on *The Great Gatsby* by F. Scott Fitzgerald.

On the first day of Mr. Riggs's (all case study participants' names are pseudonyms) newly designed unit on *The Great Gatsby* by F. Scott Fitzgerald (1925), many students came into class excited about the previous night's homework. They had completed a WebQuest, an "inquiry-oriented activity in which some or all of the information that learners interact with comes from resources on the internet" (Dodge, 1997, para. 2). The completed quest maps about machine guns, flappers, bathtub gin, and the Roaring Twenties provided background information for the book, enabling students to begin their study of *The Great Gatsby* (see Figure 1). No lecture was necessary on Fitzgerald, Prohibition, or bootlegging (the delivery method that Mr. Riggs previously used). Instead, for the first time, he was trying a flipped classroom. The fundamental idea of the flipped classroom is that passive learning activities (Bonwell & Eison, 1991), which offer little opportunity for student input and discussion, are flipped so they occur outside of



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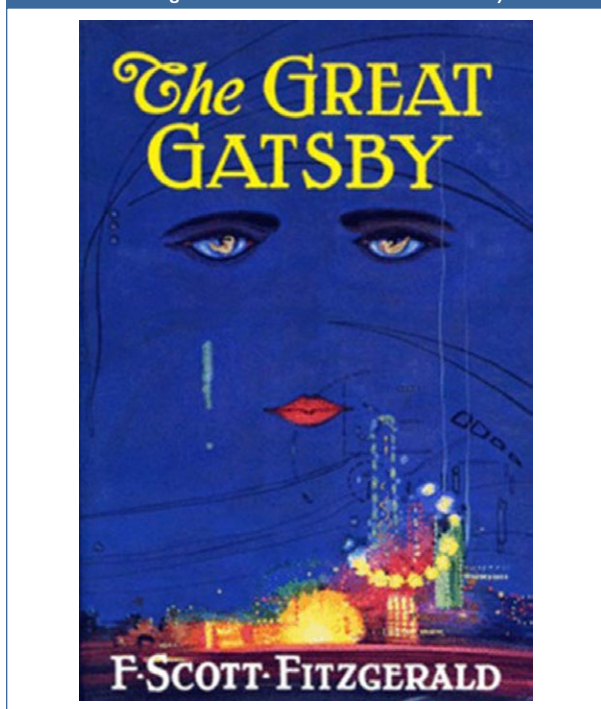
class time. Then, class time is used for active learning activities (Bonwell & Eison, 1991) that were traditionally completed for homework (Educause, 2012; Mok, 2014; Tucker, 2012), such as discussing and engaging students with the material. Flipped classrooms often use technology to deliver instruction outside of class, but technology is not required.

This study, conducted at a high school in the Southwestern United States, followed a veteran teacher as he developed and implemented a two-week unit on *The Great Gatsby* in a flipped classroom, with technology being central to the implementation. The study's purpose was to determine the knowledge and skills the teacher needed to implement a flipped classroom unit, the process of planning a flipped classroom, and the effectiveness of activities completed online and at home.

What Is a Flipped Classroom?

Flipped classrooms entail schema development work outside of class so class time is spent on application. Flipped classrooms create more time for projects and discussions in class (Educause, 2012; Morgan, 2014; see Table 1). Reasons for using flipped classrooms include the following: Flipping speaks the language of today's students, helps busy or struggling students,

FIGURE 1 Original Cover of *The Great Gatsby*



Note. From *The Great Gatsby* (front cover), by F.S. Fitzgerald, New York, NY: Scribner. Copyright 2003 by Simon & Schuster. Reprinted with permission.

allows students to pause and rewind their teacher, increases student–teacher and student–student interaction, allows teachers to know their students better, changes classroom management, and helps absent students or teachers (Bergmann & Sams, 2012). This method varies from the traditional model of teaching in which students listen to a lecture during class and are then sent home to do activities that are more difficult. In a flipped classroom, students watch the lecture at home and arrive at school already prepared for

the class activity. In class, the teacher spends a few minutes answering questions and spends the rest of the time engaging students with the material. With a flipped classroom, students in English language arts classrooms can complete more difficult literacy acts in the classroom, with teachers around to help.

As per Bloom’s taxonomy (Krathwohl, 2002), students must be actively involved in their own learning, the assessment of their learning, and critical thinking to learn and retain the most information and skills (Marzano & Kendall, 2007). According to Kellough and Kellough (1999), mode of instruction is one factor in learning. If the teacher uses direct instruction, students think in terms of recall and are less engaged in the material. Collins and Halverson (2009) implied that education must move out of the confines of the traditional walls of the school. Flipped classrooms that use technology can extend classroom learning by asking students to complete WebQuests at home. In this format, students are able to move beyond the WebQuest and extend their learning by searching for more information on topics they become interested in. By flipping the classroom, teachers begin to transform their teaching practice.

TPACK Framework

Most teachers flip their classrooms through technology, either by creating online lessons or by using lessons created by others, so technological prowess influences a teacher’s ability to flip. *Technological pedagogical and content knowledge* (TPACK) refers to the knowledge base needed by teachers to effectively integrate technology, a component in most flipped classrooms (Abbitt, 2011; Chai, Koh, & Tsai, 2010; Harris & Hofer, 2011; Koh & Chai, 2014;

TABLE 1 Components of Flipped Classroom Instruction Compared With Traditional Instruction

Component	Traditional classroom	Flipped classroom
WebQuest	<ul style="list-style-type: none"> • Time spent in the computer lab to complete a WebQuest • Students unable to extend learning beyond a WebQuest because of school security 	<ul style="list-style-type: none"> • Time spent on a home computer to complete a WebQuest • Students able to use available links to view videos or other media
Blog	<ul style="list-style-type: none"> • Discussion in class, with the teacher at the center 	<ul style="list-style-type: none"> • Discussion begins online. • Teacher able to follow up with lingering questions or themes
Vodcast	<ul style="list-style-type: none"> • Lectures at the teacher’s pace, often too fast or slow for students 	<ul style="list-style-type: none"> • Lectures online • Students pause or rewind as needed.
Google quiz	<ul style="list-style-type: none"> • Quizzes on comprehension 	<ul style="list-style-type: none"> • Quizzes completed online

Voogt, Fisser, Pereja Roblin, Tondeur, & van Braak, 2013). This knowledge is identified in the ISTE Standards for Teachers (International Society for Technology in Education, 2012), which stipulate that teachers should facilitate and inspire student learning and creativity, design and develop digital learning experiences and assessments, model digital work and learning, promote and model digital citizenship and responsibility, and engage in professional growth and leadership. The National Governors Association Center for Best Practices and the Council of Chief State School Officers (2010) similarly mention technology in the Common Core State Standards.

Flipped classrooms raise the cognitive bar on technology use. In schools today, technology is most often used to word process, play games, or participate in simulations, but in real life, students engage with technology in much more advanced ways. Flipped classrooms ask students to demonstrate digital literacy in real-world ways, working to overcome the home-school divide (Henderson, 2011), or the difference between the use of technology at home versus at school. Flipped classrooms offer the opportunity for schools and teachers to close the digital gap.

Many researchers also identify a digital divide for teachers. Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur, and Sendurur (2012) examined this divide, referring to it as being external (or first order) and internal (or second order). In their study, Ertmer et al. found teachers' technology attitudes and beliefs (or second order barriers) to be the strongest barrier to integration of technology. The researchers argued that the best way to overcome the divide is by changing teacher attitudes. However, even if they improve, first-order barriers still affect the integration of technology in classrooms. Lack of resources or administrative support can affect teachers' efforts. If teachers are to be successful in flipped classrooms, first- and second-order barriers must be considered.

In defining the digital divide, Reil, Schwarz, and Hitt (2002) included, among their important components, teacher knowledge of technology. Kirshstein et al. (2000) argued for the importance of high-quality, timely, and ongoing professional development to prepare teachers to be effective, innovative users of technology:

State-of-the-art technology in the hands of teachers with little or no professional development and little motivation to use it will have less

impact on students than older equipment in the classrooms of teachers who have had professional development and want to use it effectively. (p. 19)

TPACK affects teachers' self-efficacy, or the belief in their ability (Bandura, 1997), to integrate and use technology effectively (Abbitt, 2011; Chai et al., 2010; Harris & Hofer, 2011; Koh & Chai, 2014; Kopcha, 2012). If teachers think they cannot use technology, they are less likely to use it. The TPACK framework supports flipped classrooms by promoting the use of effective tools that help integrate technology as a transformative literacy practice.

Research Questions

This study's purpose was to investigate how one teacher constructed and implemented a flipped classroom during a unit on *The Great Gatsby*. These research questions guided the study:

- How did the teacher decide which activities to flip?
- How did the teacher decide which technological tools to use?
- How did the teacher plan based on cognitive level?
- What effects did the unit have on this teacher's practice?

Methods

This study took place in an 11th-grade U.S. literature class of 36 students during the spring of 2012. Mr. Riggs was a certified secondary English teacher with over 20 years' experience and a master's degree in educational technology who was trying a flipped classroom for the first time. The school represented a typically diverse Southwestern U.S. community. The 2,700 student population comprised 51% whites, 34% Hispanics, 7% African Americans, 4% Asians, and 3% Native Americans. Sixty percent of the students qualified for free or reduced-price lunch.

I used the case study method of data collection as described by Merriam (2009) and Yin (2014). This method allowed me to achieve a better understanding of the phenomenon (Merriam, 2009) being studied. As per Yin, this case study attempted to answer *what* and *how* questions. To cross-check and triangulate data (Merriam, 2009; Yin, 2014), three primary methods of gathering data were used to analyze the flipped

classroom unit: interviews, classroom observations/field notes, and document analysis.

Three semistructured interviews (Merriam, 2009) occurred with the teacher: before implementation, halfway through, and after completion. Following Yin's (2014) suggestion, the interviews included open-ended questions so information was not lost due to failure to ask a particular question. The first interview was intended to get a sense of the teacher's prior knowledge about flipped classrooms, technology, and unit planning. The second interview focused on progress, difficulties, successes, and changes to the curriculum as a result of the unit. The final interview focused on changes to future practice, difficulties and successes, and student learning.

As per Merriam (2009), I collected documents and conducted fieldwork throughout the study. Documents collected were teacher handouts, screenshots of websites, and the teacher's PowerPoint presentation. The purpose of collecting these documents was to analyze the effectiveness, cognitive level, and feasibility of the activities. I conducted fieldwork while working with the classroom teacher and during class time. The collection of field notes during the planning of the unit and classroom lessons was vital to documenting the process. I was able to both join in the conversation while planning and withdraw to observe the classroom interactions during class time. Observing the classroom interactions allowed me to see "things firsthand and use [my] own knowledge and expertise in interpreting what is observed" (Merriam, 2009, p. 119). Field notes were beneficial to this study and provided me with records of the activities, conversations, physical setting, and interactions taking place in Mr. Riggs's flipped classroom.

Data Analysis

The method of data analysis was influenced by the processes of coding and analyzing data of Charmaz (1983) and Emerson, Fretz, and Shaw (1995). I analyzed data as I collected it, assigning initial codes. I reviewed data after the study, looking for similarities across the data. Transcripts of interviews, field notes, and documents were reviewed multiple times. The coding process began with a short list of coding categories in mind: technology use, cognitive level, changes to routines and expectations in the classroom, and *The Great Gatsby*. I noticed categories beyond the initial classifications, including choosing what to flip, choosing which technology to use, questioning, differentiated

TABLE 2 Major Categories in the Study

Major categories	Associated concepts
Planning	Choosing what to flip, scaffolding, which technology works best, overwhelmed, changes/adjustments, Common Core State Standards
Pedagogy	Questioning, differentiated instruction, Bloom's taxonomy, making connections, feedback, modeling, motivation
Classroom discourse	Teacher–student discourse, student–student discourse, questions to students, questions to the teacher, engagement
Technology	Types used, access for students, access for teachers, problems, skills learned, skills needed, in school, out of school
Time	Additional time to plan, time spent on homework, time on technology, class time, timing of the unit, running out of time, time on task
Management	Reminders, homework, planner, deadlines, cheating, accountability, grades, completing work, routines

instruction, motivation, classroom discourse, and new technology skills. I eventually grouped the codes to create umbrella categories that helped me classify the data into themes that fit together: planning, pedagogy, classroom discourse, technology, time, and management (see Table 2).

Findings

As Mr. Riggs, the focus teacher from the study, deliberated about which activities to flip, many pedagogical concerns developed. A flipped classroom is intended to manifest changes to what happens inside and outside of the classroom (Bergmann & Sams, 2012; Educause, 2012; Mok, 2014; Tucker, 2012). This brief experience with a flipped classroom affected Mr. Riggs's teaching practices. He acknowledged changes, such as his approach to planning, use of technology, and use of classroom time, as he constructed a flipped unit on *The Great Gatsby*.

Planning

The classroom teacher and I worked together to generate four flipped classroom activities for students

during a unit about *The Great Gatsby* in a U.S. literature class. The brief time frame of the unit did not allow for multiple experiences with the same type of activities, and the teacher decided to try a WebQuest, classroom blog, Google quiz, and vodcast (online PowerPoint video) to gauge the success of each technique.

Mr. Riggs described his planning process for *The Great Gatsby*:

This is a culminating novel, so I try to identify a couple of really good themes in the book, and this one's going to be the American Dream, so everything I do from there. Number 1, that's my central focus. (interview, May 3, 2012)

The prospect of a flipped classroom excited Mr. Riggs, who, conscious of the Common Core State Standards, envisioned more academic dialogue and analytic talk in his classroom.

Planning for the unit occurred during the weeks preceding the implementation of the unit. I met with Mr. Riggs to help him decide which activities to flip. Understanding and remembering (Krathwohl, 2002) activities were still necessary during his unit, and he was able to choose past activities and reinvent those in a flipped classroom format. "There's so much lower level understanding- and remembering-type activities, where OK, 'Who was Gatsby?' or 'What's the general information of the story?' so I worked from those two levels" (interview, May 3, 2012) to choose flipped activities. He eventually settled on four (field notes, April 18, 2012; see Figure 2):

FIGURE 2 Links for Mr. Riggs's Flipped Unit on *The Great Gatsby*^a

Links

Go to the following link and complete the Roaring 20s web search:

- <http://www.1920-30.com/>

To take the chapter 1 quiz, go to the following link:

- [https://docs.google.com/a/\[redacted\]org/spreadsheet/viewform?formkey=dFZYXgxT2lCQ3p1SHlFNXpnWk5vQ2c6MQ](https://docs.google.com/a/[redacted]org/spreadsheet/viewform?formkey=dFZYXgxT2lCQ3p1SHlFNXpnWk5vQ2c6MQ)

Please view the following PowerPoint on "The American Dream" and answer the questions on Mr. [redacted] blog:

- "American Dream" PowerPoint

Note. This figure, which is blinded to maintain anonymity, illustrates the links as seen by students on the teacher's webpage.

^aFitzgerald, F.S. (1925). *The great Gatsby*. New York, NY: Scribner.

1. WebQuest for background information (a note page for students to complete while they work on a WebQuest linked on the teacher's webpage)
2. Google Docs quiz for Chapter 1 (a link to the document on the teacher's webpage)
3. Blog response (questions posted on the teacher's webpage)
4. Vodcast about the theme of *The Great Gatsby* (a link on the teacher's webpage)

While planning, Mr. Riggs considered using his traditional PowerPoint presentation for this unit: "I could split the slideshow off...I'm almost wondering if we could get the slideshow on...with voice-over and everything" (interview, May 3, 2012). He reflected on the best way to convert the PowerPoint presentation into a flipped format for students to view from home: "I can record my voice on the PowerPoint. I can lecture them through the PowerPoint" (interview, May 14, 2012). Mr. Riggs planned to use a digital recorder. Thus, a classroom activity based on knowledge and comprehension (Krathwohl, 2002) was converted into a flipped format, as per Bergmann and Sams (2012), Educause (2012), Mok (2014), and Tucker (2012).

I observed and helped Mr. Riggs set up the online quiz using Google Docs. He posted a link for the quiz for Chapter 1 of *The Great Gatsby* on his school webpage (field notes, May 1, 2012). We sat at his computer after school, and I watched as he created the hyperlink and posted it on his webpage. As per Krathwohl (2002) and Collins and Halverson (2009), Mr. Riggs converted the quiz to a Google document to move a recall/comprehension (Krathwohl, 2002) quiz out of the classroom (see Figure 3). As a result, he used class time for discussion, analysis, and evaluation activities (Krathwohl, 2002), which I was able to observe, as per Morgan (2014).

Mr. Riggs considered using video clips of *The Great Gatsby* movie but eventually decided not to: "I could show...part of the movie [to] be watched online" (interview, May 3, 2012). He eventually abandoned the idea of using online videos because of restricted access at school: "The kids that have to do everything at the school, though, can't get it from YouTube" (interview, May 3, 2012), referring to the digital divide mentioned by Ertmer et al. (2012) and Henderson (2011).

FIGURE 3 Google Quiz Created by the Teacher

The Great Gatsby by F. Scott Fitzgerald: Chapter 1 Quiz

Directions: Complete each of the following questions in the quiz
* Required

Respondent's Name: *

The two islands located east of New York City are called: *

Long Island and Staten Island.

East Egg and West Egg.

North Egg and South Egg.

St Johns and Lucas Landing.

Which of the following best describes Nick's (the narrator's) social status? *

below Tom and Daisy

above Tom and Daisy

equal to Tom and Daisy

Nick's wealthy next door neighbor is: *

Tom.

Miss Baker.

Gatsby.

Daisy.

Technological Knowledge

Although a flipped classroom does not have to use technology, it was essential in Mr. Riggs's flipped classroom. He identified new skills learned while creating a flipped classroom for students: "I appreciate learning these things because I think that's where education's going" (interview, May 31, 2012). As per Reil et al. (2002) and Kirshstein et al. (2000), Mr. Riggs acknowledged the need for more professional development of technology-related skills needed to implement a flipped classroom unit. He said, "I need to understand how to make my own blog and manage my own BlogSpot. The district does training, but it's usually one class for a few hours on a certain day" (interview, May 3, 2012), which acknowledged the barriers mentioned by Ertmer et al. (2012) and Kopcha (2012). Even though Mr. Riggs had not recently taken training, the act of implementing this unit helped him develop some of the

essential skills outlined in the ISTE Standards for Teachers and TPACK (Abbitt, 2011; Chai et al., 2010; Harris & Hofer, 2011; Koh & Chai, 2014; Voogt et al., 2013).

Mr. Riggs conceded a difference between home and school access to technology, or the first-order digital divide (Ertmer et al., 2012). As a teacher, he did not have updated technology at school but wanted to integrate more technology into his lessons. He still used an overhead projector because one Proxima projector was shared among him and three other teachers. The "school library basically has enough computers for two classes, and then there is a lab, which is reserved half the year by counselors" (interview, May 3, 2012). A flipped classroom was a way for Mr. Riggs to integrate more technology into his unit. According to Madden, Lenhart, Duggan, Cortesi, and Gasser (2013), 74% of teens have access to a cell phone, and 93% have access to a computer at home. With limited access to technology at school, students in the study classroom had better access to technology at home by using smartphones or computers (Madden et al., 2013). Mr. Riggs viewed the unit as a way to "meet the needs of...today's kid, the kids of 2012" (interview, May 14, 2012) and to prepare students for the technology expectations of college and workplace, as per the ISTE Standards for Teachers.

Mr. Riggs encountered some difficulties with technology during the unit. One example was when he created the vodcast. He described his frustration after school one day. He had recorded his voice and added music but could not hear the music even after several attempts to make it work (field notes, May 11, 2012). Despite the technology difficulties, the reaction from students to the final product was positive. Mr. Riggs asked, "Did you hear my voice?" Garrett responded, "I was laughing" (field notes, May 18, 2012). Overall, Mr. Riggs was optimistic about this experience. He strengthened his TPACK skills (Abbitt, 2011; Chai et al., 2010; Harris & Hofer, 2011; Koh & Chai, 2014; Voogt et al., 2013) and also increased his self-efficacy (Bandura, 1997) toward flipped classroom strategies.

Pedagogy

Mr. Riggs reflected on the effects the unit had on his teaching methods: "It makes me see the potential in having just some of the humdrum, ho-hum stuff that we might do in class, you know, have them do that through technology" (interview, May 14, 2012). The

flipped classroom created more time for discussion of the text. Mr. Riggs helped students connect with the text by taking advantage of this during the unit. From the back of the room, I witnessed him interacting with students during a class discussion of *The Great Gatsby*. He asked students to draw two eggs in their writing notebooks to represent East Egg and West Egg, the two cities in the novel (field notes, May 4, 2012). Students worked with partners to compare, contrast, and share with the class after 15 minutes. This activity helped students picture similarities and differences between the two places (field notes, May 4, 2012). As per the Common Core State Standards, Mr. Riggs valued in-depth analysis of literature with his students. Differentiating with visuals and small groups helped him accomplish this goal, and his students learned more deeply by engaging with the material (Kellough & Kellough, 1999; Krathwohl, 2002; Marzano & Kendall, 2007).

The Roaring Twenties Web search (see Figure 4) asked students to answer questions such as “What type of house was popular in the 1920s?” “What was a ‘flapper?’” and “What did the 18th Amendment

accomplish?” These questions were written as recall/knowledge (Krathwohl, 2002; see Figure 5). Mr. Riggs said, “I think it puts them in touch with the setting so they can understand the story better” (interview, May 3, 2012). Because students completed this Web search at home, they came to class having already begun the lesson. Doing the Web search at home freed up an entire class period, and Mr. Riggs was excited about this prospect: “We can have some richer discussions on higher level topics. I can work with them about the more challenging aspects of writing about literature” (interview, May 3, 2012). In his future teaching, he envisioned using WebQuests regularly as flipped classroom experiences.

Mr. Riggs believed that the technology aspect of his flipped classroom helped motivate students. “I’m not sure what the research says, but my gut feeling is that the kids will use the technology because that’s their world” (interview, May 31, 2012), he reflected, after being asked if he would flip again. This claim reflected Bergmann and Sams’s (2012) assertion that “flipping speaks the language of today’s students” (p. 20).

FIGURE 4 Roaring Twenties Web Search

The image shows a worksheet titled "Roaring 20s Web Search" with a URL "http://www.1920-30.com/". It includes a logo for "The Roaring Twenties" and a list of questions organized into categories:

- HOUSING**
 - What type of house was popular in the 1920s? (Hint: It starts with a "B")
 - What are its characteristics? (You may have to go to another website to answer this one.)
 - Why are 1920s homes sought after by renovators today?
 - The term "skyscraper" was originally a _____ term for a tall _____ on a _____.
- AUTOMOBILES**
 - How did cars change the way people lived in the 1920s?
 - What new businesses along highways emerged with the advent of cars?
 - What were motels originally called?
 - What challenges did the increase in car traffic present for governments?
 - What was a "tourer"?
 - Name a few ways that automobile manufacturers made cars more appealing to women?
 - Name 2 brands of luxury cars that the wealthy liked to drive?
- BUSINESS/ECONOMY**
 - How many millionaires were on record in 1921? How many in 1927?
 - The rich splurged on apartments on _____ Avenue and filled them with expensive _____ and _____.
- DANCE**
 - Dances like the _____ and _____ received a huge boost in popularity when featured in movies by stars like _____ and _____.
 - What were the new dances disliked by the older generation?
 - Which F. Scott Fitzgerald novel of this time illustrated the lifestyles of young people?
 - What is the longest recorded "dance marathon"?
- FASHION**
 - What was a "flapper".
 - How did flappers do their hair?
 - How did they dress?
 - What dance epitomizes the 1920s?
 - What Broadway musical introduced this dance?
 - 1920's Dresses were _____ and _____ and _____ than ever before.
 - What did women do that could not afford the retail prices of new fashions?

Note. This figure illustrates the types of questions that students were required to answer.

FIGURE 5 1920–30.com



Note. This figure is the home page of the website that students were asked to visit in order to complete the WebQuest.

Classroom Discourse

Mr. Riggs discussed the potential that flipped classrooms have to improve discourse among students:

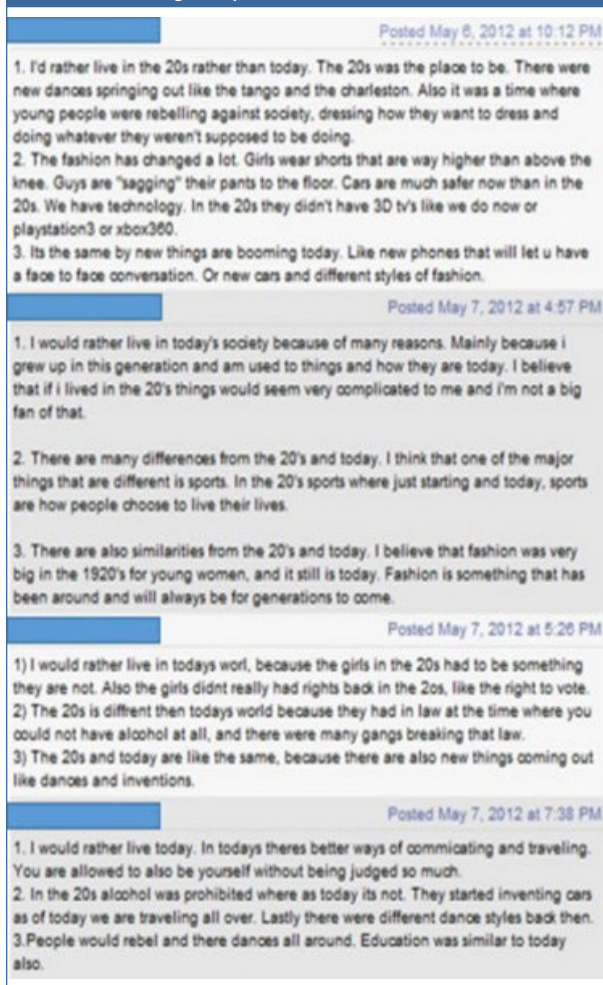
It does open more time for higher level discussions. It does open more time up to put the kids in groups and have them talk about some of the deeper themes, the hard things that the kids don't get very well unless I'm there to kind of push them, ask them questions and check for understanding, and use some of that Socratic questioning to lead them to the deeper levels of the reading. (interview, May 14, 2012)

I observed questioning and discussion that took place during the study. During previous units, some of this time had been used for PowerPoint presentations rather than discussion. During one interaction, Mr. Riggs asked a question about a party at Gatsby's house: "At this party, basically, what's going on?" Omar responded, "Shady." Mr. Riggs followed up by asking, "Why did you say 'shady'?" Omar responded, "They are rich and shallow guys. Jordan and Nick are not really in love. It's just on the surface—lust" (field

notes, May 6, 2012). From this brief illustration, Mr. Riggs asked questions to push the student's thinking by supporting his answer. Omar engaged in critical thinking as a result (Krathwohl, 2002; Marzano & Kendall, 2007).

Mr. Riggs's blog about the Roaring Twenties asked students to respond to three questions: "Would you rather live in the 20s or today?" "How is the world of the Roaring 20s different than today?" and "How is it the same?" The blog served as an anticipatory set for the next day's discussion and writing activity. The questions moved beyond simple recall and comprehension, asking students to compare, contrast, and infer (Krathwohl, 2002). Critical thinking was an important part of this flipped activity, as illustrated by student responses (see Figure 6). This type of electronic discourse afforded students time to compose their thoughts, as compared with the immediate response expected during an in-person discussion. It also allowed all students to participate. Mr. Riggs was able to use these responses to generate ideas for a writing assignment completed during class the next day.

FIGURE 6 Blog Responses



Note. This figure illustrates blog responses received by students on the teacher's blog.

Time

Time to plan was an important finding in the study. Mr. Riggs said, "It's taken a little more time for me to, you know, mess around with the technological gadgets and things and figure out how they work and what plugs in where" (interview, May 3, 2012). During planning, for example, he reported, "I often get sidetracked when [trying] to find just the right picture for a PowerPoint" (interview, May 31, 2012) or deciding "which part of the website [for the WebQuest] I want kids to focus on" (interview, May 14, 2012). These statements illustrated an additional time commitment needed when planning a flipped classroom unit for the first time. As per Bergmann and Sams (2012), a flipped classroom requires more time on the part of the teacher because so much planning needs to be completed up front before students even step into the classroom. That time spent,

according to Mr. Riggs, allowed him to learn the content better, supporting TPACK development (Abbitt, 2011; Chai et al., 2010; Harris & Hofer, 2011; Koh & Chai, 2014; Voogt et al., 2013).

Management

Mr. Riggs emphasized an importance of the flipped classroom: "As it becomes part of the routine, students will be able to meet deadlines better" (interview, May 31, 2012). He discussed modeling technology with students and his plans for teaching them how to use the technology. This supports Bergmann and Sams's (2012) suggestion to begin the transition to the flipped classroom by training students to use technology effectively. Referring to his first flipped classroom unit, Mr. Riggs said, "I'll take them down to the computers in the library and show them exactly. I'll walk them through step by step. You talk about basic scaffolding" (interview, May 14, 2012). Regarding his future use of the flipped classroom, he said, "The next one, I will truly flip it, and they are going to be expected to use the computer at home or go to the library after school and complete it... That's what I'll do for next year" (interview, May 14, 2012).

Mr. Riggs worried about accountability for students during the flipped classroom unit. He felt the need to establish a system to make sure students completed activities: "I can tell just by some of the discussions with the kids. I can actually tell who has gone to the website and done the activities" (interview, May 14, 2012). By the end of the unit, he decided that one consequence for students who do not complete the flipped assignments is the inability to participate in the rewarding classroom activities and discussions. Additionally, there were other aspects of the unit that Mr. Riggs revealed as accountability concerns, such as students accessing the vodcast or doing the Google quiz with friends' help (field notes, May 11, 2012). He decided that because the vodcast and Google quiz built background knowledge and comprehension (Krathwohl, 2002), working with friends accomplished those goals. Mr. Riggs hoped to work on these issues the next time he implemented flipping in his classroom.

Closing Thoughts

Mr. Riggs experienced a change to his teaching practice as a result of his involvement with a flipped classroom. He began to transform his teaching by adding

flipped assignments to his unit on *The Great Gatsby*. Flipping opened up more time in the classroom for discussion and other demanding cognitive activities (Bergmann & Sams, 2012; Krathwohl, 2002; Marzano & Kendall, 2007). Mr. Riggs found that students were able to understand themes and more difficult concepts associated with the book due to the classroom time that flipping created. The changes in planning, pedagogy, and discourse during this unit provided a glimpse into the transformative nature of flipping.

TPACK (Abbitt, 2011; Chai et al., 2010; Harris & Hofer, 2011; Koh & Chai, 2014; Voogt et al., 2013) played an important role when Mr. Riggs flipped his teaching by using technology. He learned new technology skills, such as using PowerPoint voice-over and a blog, which support the TPACK framework (Abbitt, 2011; Chai et al., 2010; Harris & Hofer, 2011; Koh & Chai, 2014; Voogt et al., 2013). His flipped teaching illustrated a necessity for teachers to be trained in using digital devices and Web 2.0, designing lesson plans and flipped classroom units that incorporate technology, and transforming in-school teaching to include more critical thinking. Mr.

Riggs's unit on *The Great Gatsby* incorporated the ISTE Standards for Teachers and the Common Core State Standards, both of which call for the incorporation of technological literacy and critical thinking in curricula.

This flipped classroom unit on *The Great Gatsby* is just one way teachers might consider flipping in their English language arts classrooms. With planning, some technical knowledge and training, and determination to engage students in critical thinking tasks, teachers can implement this exciting method in their classes. The potential to transform teaching by using this method goes beyond simply flipping lectures, blogs, quizzes, and WebQuests. Teachers using this method may explore other methods, such as surveys and student-created vodcasts.

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Take Action

STEPS FOR IMMEDIATE IMPLEMENTATION

1. Start small. Choose a small unit you already use that could be enhanced by flipped classroom activities.
2. Find three or four activities within the unit that you can flip. The following activities may be a starting place:
 - Lectures or PowerPoint presentations
 - WebQuests
 - Discussion
3. Find out which resources/skills are needed and what is already available, such as these:
 - Access to blogs
 - Videos or voice-over programs
 - School district website
4. Train students to use the technology.
5. Create rubrics.
6. Implement the unit.
7. Prepare to adjust the timeline as students learn the new expectations.

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More to Explore

CONNECTED CONTENT-BASED RESOURCES

Beyond the basic computer hardware, such as a microphone or webcam and a computer with PowerPoint, what other resources do teachers need to flip? The following resources can help with the planning:

- ✓ Bender, T. (2012). *Discussion-based online teaching to enhance student learning: Theory, practice, and assessment* (2nd ed.). Sterling, VA: Stylus.
- ✓ Bitter, G.G., & Legacy, J.M. (2008). *Using technology in the classroom* (7th ed.). Boston, MA: Pearson.
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- ✓ Conrad, R.-M., & Donaldson, J.A. (2011). *Engaging the online learner: Activities and resources for creative instruction* (Rev ed.). San Francisco, CA: Jossey-Bass.
- ✓ Flipped Learning Network: flippedlearning.org/site/default.aspx?PageID=1
- ✓ Hicks, T. (2009). *The digital writing workshop*. Portsmouth, NH: Heinemann.
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