CHAPTER 6

Differentiating Instruction with the In-Class Flip

This chapter addresses several ISTE Standards:

2.1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.

c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2.2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

b. Advocate for equitable access to educational technology, digital content, and learning opportunities to meet the diverse needs of all students.

2.4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams, and students, locally and globally.

2.5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt, and personalize learning experiences that foster independent learning and accommodate learner differences and needs.

2.7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.

b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students, and inform instruction.

In-class flipping has led us to better teaching, because it has inevitably challenged us to plan, problem solve, be creative, keep our students in mind, and create connections with each one of them. The in-class flip is one of the vehicles you can use to provide meaningful, active, and differentiated learning. Once you take your first test drive, you won't regret it.

Good teachers are always looking for strategies and techniques to make learning easier for students. That's how we found flipped learning and the in-class flip in the first place. Even so, the task of offering a meaningful learning experience for all can seem like an epic battle. Some reasons behind this conflict are the amount of content to teach, standardized testing, and large classrooms. Other reasons include the variety in our students' contexts, interests, and readiness levels.

Differentiating Instruction

Teachers use many strategies to solve students' difficulties and create optimal learning situations. Differentiated instruction and flipped learning are just two of those effective strategies. The in-class flip is an easy way to seamlessly integrate flipped learning and differentiated instruction. This integration benefits all students, since it provides the time within the group learning space to take learning to a new level. In an in-class flip, students are at the center, and the teacher acts as a true facilitator and designer of meaningful and long-lasting learning experiences.

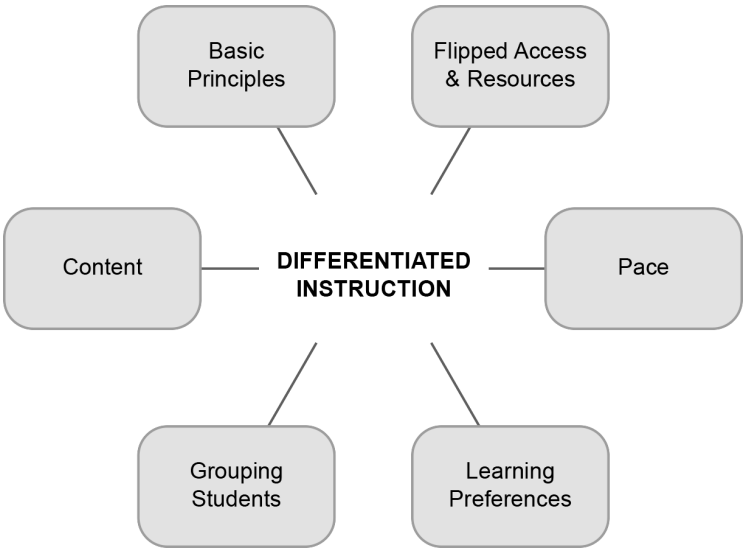

Figure 6.1. Differentiated instruction.

The Basics and Principles

Differentiated instruction is not new. It was born out of the need to address students' differences and offer them each a meaningful learning experience. According to Carol Tomlinson, a pioneer of differentiated instruction, "Differentiation means tailoring instruction to meet individual needs" (Tomlinson, n.d., para. 1).

This agrees with Flipped Learning Network (2014, I.3), which states that the teacher "differentiates to make content accessible and relevant to all students." You can design a differentiated classroom as part of an in-class flip. We will show you how in the following sections.

In Carol Tomlinson's model for differentiation, four curricular elements can be differentiated: content, product, process, and learning environment. Let us break this down based on Tomlinson's words:

- Content refers to "the information and ideas students grapple with to reach the learning goals."
- Process relates to "how students take in and make sense of the content."
- Product is "how students show what they know, understand, and can do."
- Learning environment refers to "the climate or tone of the classroom." (Tomlinson, n.d., p. 20).

These elements are not always easy to integrate within a traditional teaching paradigm.

How can a teacher offer many ways for learners to access content or to show their knowledge if he or she is in front of the classroom lecturing? In his Flipped Learning 3.0 Differentiation Strategies course, Jon Bergmann mentions that "we need to change the fundamental structure of how we teach." By flipping our class, we can truly cater to our students' different needs and interests. It is only by shifting the way we teach that we can truly differentiate.

Differentiation and Flipping

Undoubtedly, flipped learning and differentiation make a good team. Flipping prepares the way for differentiation. It allows the teacher to free up class time to apply different strategies for learning. It also offers the possibility to have a closer view of learners as individuals. When you flip, you get a better grasp of students' learning processes; their level of understanding; and their interests, preferences, and personalities. The in-class flip creates learning spaces and teaching opportunities that allow differentiation in every lesson.

We are not the only ones who have seen this connection. In their book *The Differentiated Flipped Classroom*, Carbaugh and Doubet describe this relationship as a "logical synergy between these two models [since] the flipped environment provides rich opportunities to cater to diversity because of the flexibility linked to its use" (p. xxi). Flipping allows the creation of "a rich environment in which to actively cultivate differentiation" (p. 8). Differentiation is crucial in today's classroom, and the in-class flip makes it feasible.

Teachers can include more than content, product, and process in an in-class flip lesson. The list of options to differentiate includes access, resources, pace, learning

preference, grouping, content, choice, feedback, student support, and mastery. Get ready to learn how to differentiate with the in-class flip through the stories of teachers who have done it successfully.

Access and Resources

Classrooms, like students around the world, can differ considerably. Some schools have an overabundance of resources, amazing infrastructures, and enormous libraries. Other schools may have none of these. Even so, both can put meaningful learning experiences at the top of their priority list. With an in-class flip, teachers can differentiate instruction regardless of their economic conditions and lack of resources.

When planning a class, the teacher has to decide on the content to deliver and the tasks to perform. In a traditional classroom, every student has to access content in the same way and at the same time, and has to perform more or less the same tasks. This creates barriers in learning for low-achievers or students with learning difficulties, and it bores high achievers to death. During an in-class flip, teachers can add a variety of resources and types of access within the classroom walls so that students may use their preferred tools and ways to approach content.

Teachers can use different electronic (smartphones, tablets, laptops, etc.) and non-electronic (books, worksheets, papers, beakers, models, blueprints, etc.) tools to guarantee every student's access to the material in their preferred way. If the teacher is not at the center of the classroom as the only source of content, then students can have more freedom to access content in their own way.

Take Mr. Lopes' in-class flip plan, for example. While teaching the topic of the planets to students, Lopes needs to integrate science concepts and language arts. His classroom is small, and he has only limited resources available: an encyclopedia, his smartphone and tablet, and a presentation station in the classroom (an overhead projector). He has planned for students to do some research about the topic, and he has found some incredible resources he would like to suggest to students. Also, he expects them to show their knowledge of the names of the planets, their particular traits, and the order in which they are located in the solar system. He has only a forty-five-minute lesson to complete the assignment. What does he do? He sets up an in-class flip!

In his planning, Mr. Lopes offers students a cool video he found online (Storybots singing a rap song about the planets). He also found a cute book titled *Life in Space* that has brief explanations of each one of the planets. He Googled the topic and found a plethora of free worksheets; he plans to use three of those because they help with his goals. His own presentation of the planets is pretty cool—students have loved his slideshow about the planets every year, so he wants to use that too. And, of course, he

has to use the assigned textbook since it was bought by parents, and they would give him a hard time if they saw him using external materials.

With his in-class flip, Mr. Lopes' lesson can be organized by stations, where every station contains one of the materials featuring the same content in a distinct mode, allowing each student to choose the option that best fits her style. The teacher can provide some adjustments to guarantee that students' resources aid differentiation. For example, he can adapt the worksheets, tiering them at different levels of complexity for every student to work on the material that fits their readiness level. He can also decide whether every student has to go to every station, or if there are multiple routes to achieve the lesson objectives. In an in-class flip, as you plan activities and resources with your students' needs in mind, you create a differentiated learning experience.

REFLECTIVE PAUSE

Draw what you think Mr. Lopes's in-class flip configuration could look like. Consider the mentioned materials and the fact that he has three ELL students who struggle with the English language.

Pace

Understanding concepts and internalizing them are processes that vary from student to student. Unfortunately, our one-size-fits-all educational systems ignore differences in learning pace. Allowing students to move at their own pace within a strict curriculum with high standards becomes a difficult task. With the in-class flip, you can differentiate the pace at which students explore content. You can account for learning in every single lesson, yet allow students to own their learning and enjoy the educational materials.

Take Mrs. Colbert's case as an example. Mrs. Colbert teaches third-grade math. She is working on the concepts of word problems and place/value. Even though sixty percent of her students understand mathematical concepts with no difficulty, approximately forty percent still struggle with addition and subtraction. She wants to differentiate her class, but she doesn't know how to do it for everybody. She created some instructional videos on the new topics (word problems and place/value), but she is afraid if she sends them home for students to watch on their own, they will get confused. So she decided to do an in-class flip.

She split the class into two, gave the videos to one half of the class, and then sat with the rest to check understanding of addition and subtraction. Then, she paired students from both groups and had students from the watching team explain the new concepts to the other students. That way, the students who watch the videos in class are accountable for the learning they do while watching, and the ones whom the teacher tutors get exposure to the new concepts. Mrs. Colbert then plans an activity for all the students, having them apply the new concepts to ensure they all understand them. The result? Her students were understanding the different topics fully and at their own pace.

REFLECTIVE PAUSE

Think of your most complex unit in terms of pacing. What topic causes students to struggle at different levels? How could an in-class flip help you?

Learning Preferences

For years, teachers have tried to include their students' preferences in the learning process. However, a few years ago, an interesting debate emerged in the field of neuroscience regarding the term "learning style." Its implications for education also emerged. It left educators the world over petrified.

Scan the code or visit the URL to read the article "Teachers must ditch 'neuromyth' of learning styles, say scientists" from *The Guardian* (subject to availability): **bit.ly/30nfpQg**

This debate suggests that by trying to cater to the different learning styles (visual, auditory, and kinesthetic), teachers may be harming students instead of serving them well. An article that appeared in The Guardian in 2017 suggested that teachers might be depriving students of being exposed to more effective learning strategies. Even though we are aware of the debate, and we agree, we can't deny students have strong preferences for materials they like to use. It is therefore important to offer them a multiplicity of learning artifacts.

When planning a class, it is important and beneficial to have different kinds of educational materials. Texts, audios, videos, board games, tasks, lab equipment, globes, maps, balls, nets, rackets, and more can ensure we meet students' interests and needs. We don't want to label students and give them only one way of accessing information. We want to plan different types of activities so that all students feel engaged

throughout the lesson. By paying special attention to students' differing needs from the outset, we can offer a learning experience that interests every student and helps them feel more in control of their learning process.

Sometimes, students center their attention on complying with tasks they are assigned. They do this not because they feel they will learn from those tasks, but because the teacher created them, and they feel they must do what the teacher says. In an in-class flip environment, student choice is crucial to achieve high levels of engagement and deeper learning. By including resources that interest students, teachers create empowered and motivated learners.

Let's examine Ms. Dentici's case. Ms. Dentici teaches in a rural school in the south of Italy. She has twenty-six learners in her seventh-grade art classroom. She has planned to teach them about different representations of art through Greek mythology. Because of the different learning preferences of her students, she planned an in-class flip using stations.

Ms. Dentici started by asking students to watch a movie about Greek mythology over the weekend. The movies on the list of options were *The Legend of Hercules*, *Percy Jackson & the Olympians: The Lightning Thief*, *Clash of the Titans*, *Wrath of the Titans*, and *Troy*. Ms. Dentici expected students to watch any R-rated movie with their parents. She asked students to watch the movie of their choice and to take notes on the main features of scenery, the use of ships and carriages, and the role of women, and to choose their favorite mythological creature. Students were excited for the weekend's task. Ms. Dentici was dubious about whether students would come prepared on the following Monday. So, just in case they hadn't, she prepared a station where students could watch clips of *Hercules* (the Disney version). On Monday, she found that most students had watched the movies because this pre-work was exciting. Ms. Dentici prepared five stations; three with "traditional arts" and three with "alternative arts." At the traditional arts stations, students could choose to paint, sculpt, or draw their favorite mythological creature. At the alternative stations, students could draw a cartoon, write a haiku, or record a video using props she had brought. Students were ecstatic about the activity and participated actively.

With her in-class flip, Ms. Dentici had time to talk to students about the different art techniques while at their stations. She prepared a handout for each station where she had:

- the main materials used in each different artistic representation.
- a short biography of the most salient artist in producing each form of art.
- a brief explanation of the history of painting, sculpture, drawing, cartoons, poetry, and audio-visual production.

Ms. Dentici locked the art project materials in a trunk. To unlock it, students had to share information from their handout with the others at their station. Students had lots of fun. They learned about different forms of art. Also, each one of them got a chance to represent their favorite Greek mythological creature through varied art forms.

REFLECTIVE PAUSE

How can the use of students' learning preferences in terms of style and materials help you craft more engaging or interesting lessons?

Grouping students

Regardless of the teaching context, the way you group students can determine how well the lesson transpires. We have had students who prefer to work with their closest friends because they don't get along with certain other classmates. We have had situations where not all students in a group are doing the work. And, unfortunately, we've had classes where bullying occurred.

Grouping can affect the outcome of the lesson depending on age groups and cultural backgrounds, among other reasons. As a result, careful planning around how to group students is also part of our teaching. In-class flipping has allowed us to explore many ways to learn. What is more, we have gained a wider view of how students interact, their level of understanding, their interests, and the pace at which they work. These gains are a result of monitoring and having constant teacher-student interaction.

We have found different recommended practices for flexible grouping from different authors. They tend to arrive at the same conclusion: grouping students in different ways is beneficial to them and their learning process. For example, in their book, *The Differentiated Flipped Classroom*, Carbaugh and Doubet define flexible grouping as "the use of multiple grouping strategies in a relatively short amount of time" (p. 14). More simply, Cox (n.d.) describes it as "a range of grouping students together for delivering instruction" (para. 5).

We also need to consider the different organizations of students within the class period. For example, for Carolyn Coil (2009), grouping can be homogeneous, heterogeneous, whole class, individualized, or paired. So, when you include student grouping in your day-to-day plan, differentiation is also taking place. Using variables such as student preference, level of readiness, interests, friendship, gender, and personality

can help you populate the groups. The biggest benefit of flexibility in grouping is "[getting] learners used to work with virtually every member of their class" (p. 17). It develops social skills and contributes to positive student relationships and cooperative learning.

Let's see how flexible grouping can work in different ways. Within a classroom where you have created a safe and stress-free environment, randomized grouping will work. Students who feel comfortable with the teacher, the group, and their capacities won't mind with whom they have to work and will focus on getting the work done.

Randomizing techniques that teachers can include in different classes are:

- Counting consecutively and then asking students to group with peers who have their same number. You can do this with colors, animals, vocabulary, expressions, etc.
- Using colored pieces of paper, popsicle sticks, matching cards, or different candy types.

The in-class flip allows for variations in grouping to take place within one lesson. With this in mind, consider how and when you need students to work in groups within the planning process. Coil (2009) recommends changing the way you group learners within one class. Therefore, a lesson should include, when possible, a variation of individual, pair, and group work.

REFLECTIVE PAUSE

How do you group your students? How could flexible grouping help you differentiate?

Content

One convergence point between flipping and differentiating instruction is content. In a flipped environment, you keep content intentional. In differentiated instruction, you change the content to meet students' needs. But in both approaches, content plays a key role in meeting students where they are in the learning process. We have our own approach to building tiered instruction within an in-class flip. When planning station or in-situ work, students' differences and needs become the main resource to plan. So, we guarantee different opportunities for students to engage with, apply, and absorb the content. We do this by involving the different thinking skills proposed in the revised

Bloom's taxonomy (shown in Figure 6.2). Students are always at different cognitive levels, even though they are in the same class. We can't ignore their differences and plan generically without our particular students in mind.

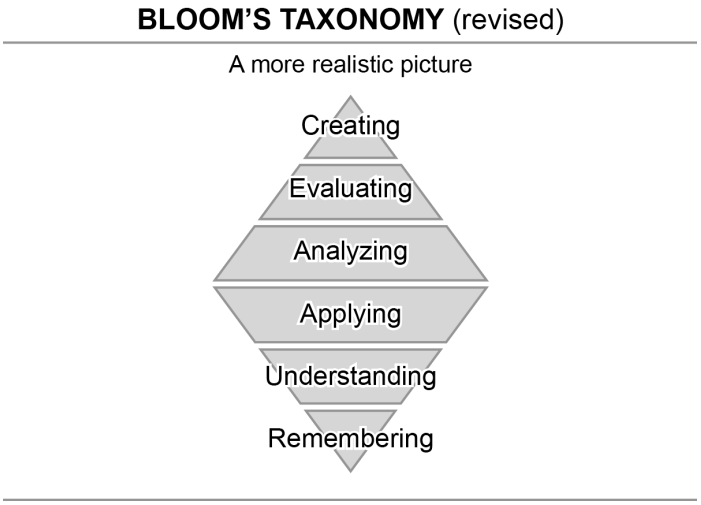

Figure 6.2. Bloom's Taxonomy Diamond Form

Ms. Bauer, for example, is a social studies teacher at a high school in Brazil. She works in a bilingual school, and she teaches her subject in English. However, her twenty-four students are at different levels of readiness and skill in her classroom. Her school uses the Content and Language Integrated Learning (CLIL) method. CLIL helps students become familiar with the language they're learning in content class, as well as in English class. Ms. Bauer identified her students' levels by administering a diagnostic test at the beginning of the school year. So she knows exactly what her students struggle with in terms of language and content. Her students' needs and content gaps vary, but because she's aware of them, she is able to adapt instruction to everyone.

Of course, this doesn't mean that she plans twenty-four different lessons every day. But knowing her students' various levels helps Ms. Bauer cater to their needs. As Ms. Bauer planned her in-class flips, she built an in-class tutoring system for struggling students where student tutors assist during class activities. She also tiers instruction by preparing different stations according to Bloom's taxonomy. She has her class divided into six stations (one for each thinking skill). Each day, she invites students to pick the type of activity with which they feel most comfortable. However, she also invites them to go up the ladder and try something more difficult every time. Students in Ms. Bauer's

class are autonomous and have learned the value of thinking about their own strengths and weaknesses.

For example, today she is teaching historical Latin American figures and their biographies. She prepared two vocabulary activities with readings assigned in the LOTS stations. For the HOTS stations, she thought of activities mediated by technology. She expects students to produce and create at the same time as they analyze information. Below, you can see a chart of Ms. Bauer's station plan. She contemplates Bloom's taxonomy levels in the planning of activities and resources and facilitates the tiering of instruction for all learners' levels (shown in Figure 6.3).

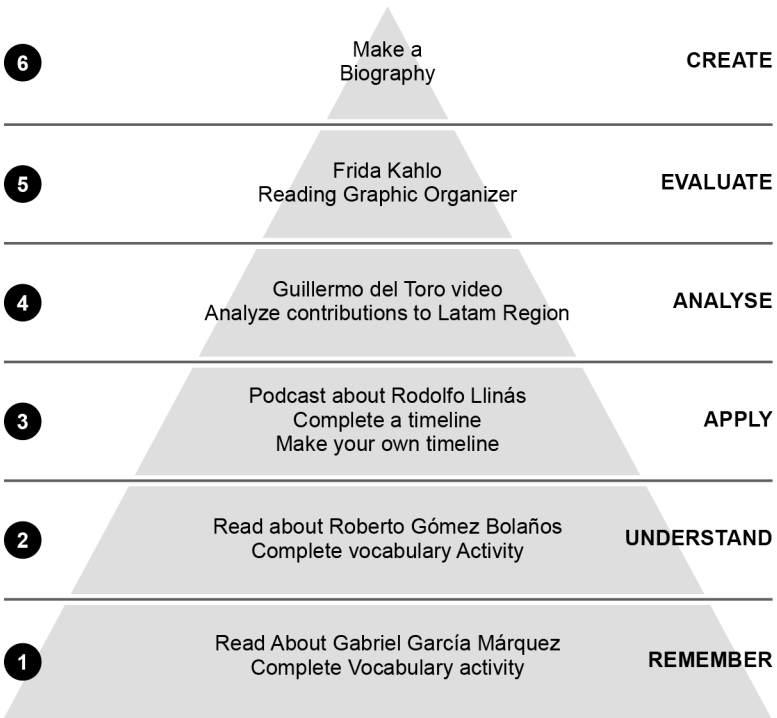

Figure 6.3. Station activities planned around Bloom's taxonomy.

By planning her activities around Bloom's taxonomy diamond, Ms. Bauer made sure to have both LOTS and HOTS activities. The level of difficulty increased during the lesson and students went as deep as possible in their learning. Also, by including a blend of digital and analog tools, she differentiated access and style, and diversified content for all students' preferences.

REFLECTIVE PAUSE

How can you use Bloom's taxonomy to choose or create content that fits your students' needs and levels?

Choice

Differentiation occurs when you provide choice to students through activities in the in-class flip. Using learning routes or paths that give students a sense of direction in their learning is one way to do so. Providing more than one learning option is another way. To achieve true student autonomy, students also must discover which option to choose, and we can guide them. Give students a sense of freedom by structuring the choices you offer them. You don't want to leave them lost among a sea of options. Choice management tools such as paths, learning menus, choice boards, and graphic organizers help us structure learning options. These tools display choices clearly and are not daunting to learners.

A learning route or path could be a checklist or a visual layout of the stations or classwork; you can also present learning options via an infographic or a mind map. Imagine the different routes students can take with certain content and offeri them a path. Offering a learning path is especially useful the first time you use the mixed station rotation configuration. For students who are not used to choosing their own steps to work on, suggesting a learning path shows them one way to start making their own decisions in their learning.

Holec defined learner autonomy as "taking charge of your own learning" (1981). Student autonomy requires more than learning paths to become achievable. Reflection after using a learning path is crucial to raise student awareness of the metacognitive process happening. Reflection helps guarantee that students understand that they are making decisions about their learning. Much like learning paths, learning menus and choice boards are tools that help clarify students' needs and preferences.

Carol Cummings proposes a menu of activities in her book *Winning Strategies for Classroom Management* (2000). She writes that choice is critical in helping students maintain their focus on a task, thanks to the exhilaration and inspiration that having a choice produces. A menu of activities, also known as a learning menu, offers students activity choices in the form of a restaurant menu. The activities follow a sequence in

the same way menus generally do (e.g., appetizers, main dishes, desserts). Dessert almost always arrives last, for instance. Learners are provided with a learning menu to design their own "meal" combination (Carbaugh & Doubet, 2016). Students can choose the order and type of tasks with which they want to engage. The menu of activities helps mitigate time and task constraints (Cummings, 2000). Figure 6.4 provides a brief explanation of how the menu sections work.

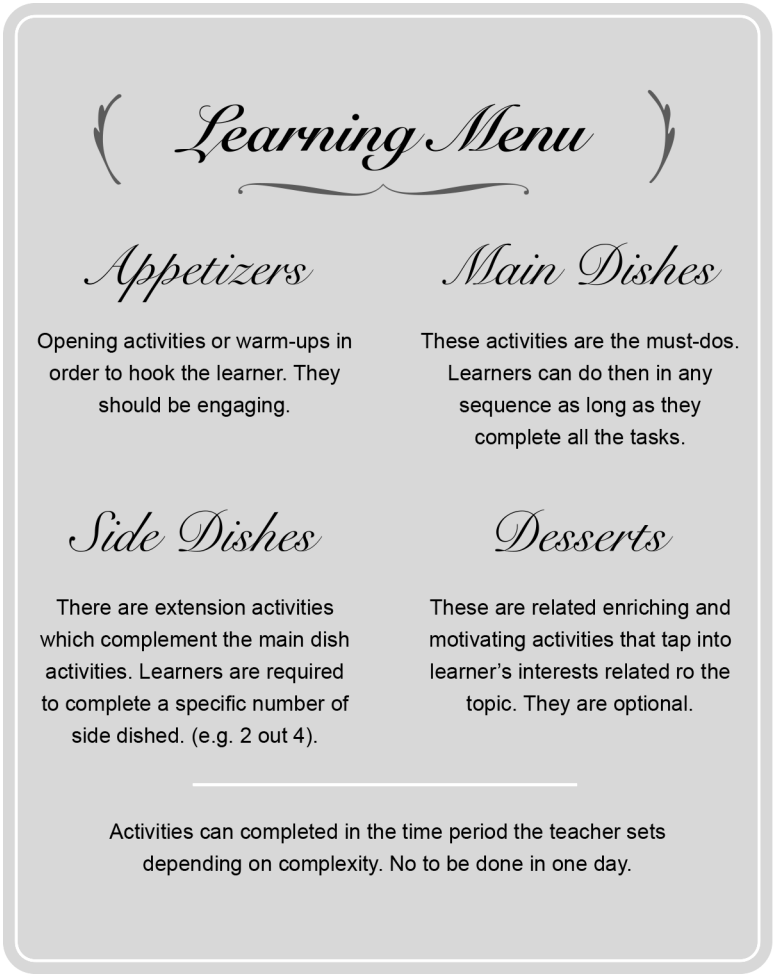

Figure 6.4. A learning menu about learning menus.

Choice boards take into consideration student readiness and interest differences (Tomlinson, 2014). With a choice board, you present assignments in a chart or grid. In creating a choice board, think of the different levels students are at, and place activities accordingly in the chart. Students can then choose the activities that best fit their

needs. You can design choice boards as a grid, a bingo game, or a Think-Tac-Toe. It is amazing to see how having learning choices motivates students.

Carolina has a problem in her class: students don't like to use the textbook (shhh—she doesn't like it either). So when she has to use it, she plans the lesson in the form of a choice board so students may decide on the activities they want to do. She includes all the activities in the two-page lesson from the textbook on a poster, and students do them at their own pace and in their own time. Normally, Carolina sets this up in the form of a Think-Tac-Toe (see the image below). She then gives cards to students, who draw their tic-tac-toe grid and mark their Xs and Os as they finish the activities. This is a fantastic way to modify a lesson to motivate students. Learners feel encouraged when asked to make their own decisions.

View Carolina's choice board for an academic writing class by scanning the QR code or visiting the URL: **bit.ly/3gAIfmX**

For more information on using these strategies to create student choice, see Chapter 6.

REFLECTIVE PAUSE

Which of the previously mentioned choice activities resonated more with you? How could you include more choice within your planning?

Feedback

Feedback is crucial in any type of teaching and learning environment. Feedback informs students about how they are doing and what steps they need to take to improve their learning. In the same way, student feedback gives valuable information to the teacher. George Couros, author of *The Innovator's Mindset* (2015), emphasizes the importance of asking for student feedback throughout the academic year so that students can enjoy your teaching changes within that same learning period. Timely feedback is the key to improvement for all.

Moreover, feedback ties into continuous teaching reflection, an indicator of the Professional Educator pillar as proposed by the FLN in 2014. Collecting student insight gives us a closer view into their thinking processes, interests, and specific needs. Robert Talbert (2017, p. 101), a higher education flipped learning expert, emphasizes that "getting regular feedback on students' learning experiences is especially important in a flipped learning environment to have actionable information

about student perceptions of flipped learning and to snuff out potential problems before they snowball into serious issues." Regarding differentiated flipping, Carbaugh and Doubet (2016) emphasize the need to frequently collect information from students to provide timely feedback and address mistakes. Thus, in the student-centered class, student feedback has a vital role in optimizing the learning experience for all.

Finding time for appropriate feedback is challenging. Big classes and students at various levels challenge the teacher. So, varying feedback with the in-class flip can help you to reach all students in your classes. To collect feedback from students, we have used activities like exit slips, comments, written reflections, and oral feedback.

We have also provided feedback in different ways for all students. We give personalized feedback to students in-class, as a whole group, to pairs, one-on-one, digitally audio or video recorded, and even flipped (before class). We include feedback in our in-class flip lesson plans to collect student data and analyze it to think of instructional changes. Hence, this has become one of our starting points to differentiate how we teach.

It is true that asking for student feedback is not common in all teaching cultures and could be a challenge. We also know teachers may feel afraid of asking learners what they think about our teaching. Nobody wants to hear that something is not right, that what we are doing is boring or that they dislike our classes. But if we are trying to build a growth mindset, these honest comments become the basis for professional and personal growth and are part of an ongoing reflective process. When learners are at the center of our planning and decision-making processes, we learn what they need. If student feedback is honest and we are flexible to adjust our teaching with a growth mindset, we can only win.

REFLECTIVE PAUSE

How often do you ask students for feedback on your teaching? How can feedback inform differentiation in your classes?

Student Interventions

You can use in-class flipping to promote peer instruction and peer tutoring. Teachers can use students' different paces in understanding concepts to create a peer-instruction or peer-tutoring component in their class. Keep in mind that a learning culture

is crucial for peer instruction and peer tutoring to work. Respect for each other is critical when students learn together. For these strategies to work, students have to feel empowered by each other and by the teacher.

Peer Tutoring

In peer tutoring, teachers identify students' strengths and weaknesses to assign roles. Students with a higher level of skill or readiness become the tutors; students who need to improve or who have difficulties understanding the material are the tutees. Tutor students must have a respectful attitude towards the tutee to guarantee a safe environment to learn. Also, the teacher should promote the idea of teaching as a learning approach. In this way, the tutors will see the value in teaching and won't feel "used." Both tutor and tutee must realize that they will be learning from each other. The teacher should clarify that she has made pedagogically sound decisions to shape the experience, and that she knows this technique will optimize the learning experience for both tutor and tutee.

Mr. Gonzalez is a Spanish teacher at a school in Australia. He realizes that his students struggle quite a lot with grammatical structures. The textbook he uses includes a lot of metalanguage (which confuses students). Following is his in-class flip roadmap.

- He embraces the in-class flip to ensure that every student will understand the concepts for the specific grammatical rule he teaches.
- He prepares a video lesson for the grammar point.
- He includes some questions and reflections to check students' understanding as they watch.
- He assigns the video for students to watch in pairs with their devices; they then answer the questions together.
- He pairs students according to results from previous grammar video accountability activities to guarantee every student understands the concepts. (Some students quickly understand the grammar points and easily do the exercise. Other students get most answers wrong.)
- He uses learner analytics available to him on the LMS to view student data and make the pairing-up decision.
- He prepares specific guiding questions for both students (tutor and tutee) to consider during the class session.

Students with a better grasp of grammar tutor, while students with difficulties are tutees. Both are expected to try to understand the grammar concepts presented and

to do some activities. But their activities are different according to the level of skill of each. Mr. Gonzalez is careful in crafting activities where the tutor has to intervene in the tutee's process. Also, the tutee reflects on the role of the tutor in understanding the grammar point. After the activity, both students feel happy and accomplished because they had learned at their level.

REFLECTIVE PAUSE

Do you trust your students to be successful at peer tutoring or peer instruction? Why or why not?

Student support

What matters most in class is how teachers support students in their learning. Thus, when you have students who struggle in class, it is crucial for these students to know they can get the necessary support at the right time. The in-class flip allows the teacher to offer immediate support. For example, in a classroom where certain students need to review an explanation, they can access the flipped content in class. The presence of the teacher when students are accessing the flipped content permits just-in-time support to happen. If review material confuses students, they can reach out to the teacher and receive immediate support.

Timely Guidance

For students to apply learning strategies, the teacher needs to have the skill set to guide them. Teaching students to actively consume audio or video, take notes, revise content, and answer questions is important. Students who know how to perform these tasks are more likely to be successful. But in a regular flip, teachers may experience difficulties observing students at work. In an in-class flip, it's much easier.

Another example of timely guidance is when the teacher monitors while students work by themselves. The teacher can provide on-the-spot feedback to everybody on a misunderstood aspect. That way, the teacher remediates the situation instantly. This is different from providing whole group feedback in the next lesson.

Flipping keeps you focused on differentiation. You become more aware of student pace, learning preferences, struggles, and questions. You get the chance to have a constant conversation with each student, even if it's only for a minute or two during each class. Those moments become valuable time to connect with them and build stronger

relationships. In our experience, the in-class flip gives us more time to get to know students.

TEACHING SPOTLIGHT

Katie Lanier is a physics teacher in Allen, Texas, U.S.A., who needed more "just in time" teaching moments, so she decided to give the in-class flip a try. During a second-year physics lesson, Katie's students were assigned a circuitry design project. Some students had enough background knowledge to move forward, while others needed more review. Providing review material at many levels allowed the students to learn what they needed to be successful. This removes the feeling of students being singled out for not knowing what they "should have already known." Meeting the students where they were in their level of understanding helped them all to reach the level necessary to do the task. Even those who overestimated their knowledge level felt comfortable enough to go back and review.

For Katie, the main benefits of in-class flipping include meeting needs in a timely manner, giving students the opportunity to ask questions while reviewing content, and immediately discussing the content to check for understanding.

Following are Katie's best practices for planning in-class flips:

- Create or find short videos that address questions and cover varied levels of a topic.
- Confirm that students are actively watching, taking notes, etc., and not just going through the motions.
- Don't limit video watching to class time. Some students will choose to watch at other times. Let them.

THE IN-CLASS FLIP AROUND THE WORLD

"My students were at varying levels of the curriculum, and our school had a focus on student well-being and anxiety. I found that the in-class flip provided a good strategy for my classes."
—Jeremy Cumming, Year 9–13 religious education teacher, Nelson, New Zealand