

Week Four, Discussion 1: Data Analysis Practice Scenario

The local middle school is holding an informational night for parents/guardians to address their new “flipped” math classes in 7th and 8th grades. The middle school math teachers shared the differences between traditional and flipped learning;

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up Activity	5 min.	War-up activity	5 min.
Review previous night’s homework assignment	20 min.	Q & A time on video	10 min.
Lecture new content	30-45 min.	Guided & independent practice and/or lab activity	75 min.
Guided & independent practice and/or lab activity	20-35 min.		

They further describe the day’s lesson really begins the night before by having students view an instructional video from home of their teacher(s) explaining the new math concept and providing detailed examples of problem solving. When students arrive to class the next day, the Q & A session begins, with the teacher clarifying any misconceptions from the lesson. Students then are asked to complete 1 or 2 problems from their assigned material. The teacher guides the students through their problem solving, verifying their understanding and again, clarifying misconceptions. Students then move to independent practice, completing assigned performance tasks/problems while in class, with the teacher still available to help if needed. An emphasis is made to parents during the meeting that this approach to instruction and learning is student-centered, taking the focus off of the teacher and more heavily on what the student is doing.

As a member of this group of educators, you are asked to collect notes from the parents’ during the Q and A session. The following are questions and concerns parents presented;

- *“You guys are always on a bandwagon to try new things that never work. Why don’t you stick with the basics?”*
- *“It sounds like you want to do less teaching and leave the kids on their own to learn. What will they do when they are at home watching the video and they do not understand or know how to complete their assignment?”*
- *“What about those of us without a decent computer or the internet? You can’t tell me I have to spend the money needed so my kid can learn from home.”*
- *“This idea sounds like teachers are just trying to make their jobs easier with less accountability. How will you know when a student is struggling, if you’re not teaching them all class period?”*
- *“How will you be able to hold kids accountable for what they do from home? They could easily say they watched the video and really not do it.”*
- *“It’s about time technology is being put to good use. My student has always struggled with understanding her math teachers’ ways of teaching. Maybe this will make a difference.*