
Book Review

Reviewed by Andres Martinez

Email: martinez.andres053@gmail.com

Flipping 2.0: Practical Strategies for Flipping Your Class
by: J. Bretzmann
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This book was written by Jason Bretzmann for all educators who want to ‘flip’ their classroom instruction. The foreword is provided by Aaron Sams who wrote the book, *Flipping 1.0*. Sams starts by saying that he provided the map for teachers’ exploration and navigation of the ‘Flipped Learning Journey’ and that his map was ‘Flipping 1.0’. Note that Web 1.0 refers to the first stage of the World Wide Web, in this stage there were many websites connected by hyperlinks, but they were not interactive (just web pages). But then Web 1.0 evolved into Web 2.0 in 2004. In this second stage, the World Wide Web did provide content that was accessible (like YouTube and Wikispaces) as a result of technological advances and greater performance from servers and the availability of greater bandwidth. Thus, this book emerged from the contributing authors who have shared how ‘flipped learning’ changed their own classrooms, instruction, and students.

Jason Bretzmann is a social studies teacher, author, and publisher for the Bretzmann Group. Jason is a national presenter and consultant on educational technology and flip-class strategies. He is the founder of the Bretzmann Group of edtech consultants who provide engaging, inspiring, and practical professional development. Jason and his consultants have developed a model of instruction that uses social media as the platform for teachers all across the USA to create and share their ideas and videos.

This book is a guide for teachers who have decided to ‘flip’ their classrooms. It shows you how to move toward ‘Flipping 2.0’ as efficiently as possible. It is 320 pages are divided into three main sections: Part one: ‘Flipping the core content areas’. In this section, the author describes the pedagogy that provides the differentiated instruction across all subject areas like: mathematics, history, English language arts, science, and technology instruction. Part two: ‘Can anyone flip?’ This is the section that describes the infusion of technology and practical strategies which can be implemented in all elementary, middle school, and high school classrooms. Part three: ‘Part just for teachers’. Each section contains the necessary steps that every educator in this book took to implement the ‘flipped learning’ technology successfully in their classrooms. According to the author, two of the tools needed for recording are the Screencast-o-matic and the Camtasia Studio. These tools allow the teachers to record everything they do on the computer. They can also add audio to the recording with the help of a microphone.

As, a teacher you do not have to install any software to use these tools, as they are run from the website.

Jason and his 20 colleagues guide the reader through this book in a very unique journey of classroom transformation with the use of technology that is already available for all to use. They walk you through their own classroom changes, obstacles, and challenges they met while ‘flipping’ their classroom instruction, assignments, and homework for their students in their respective content areas. This book serves as guide to help teachers become aware of the great benefits for all students being served with online instruction at home and having the extra class time to work in cooperative groups on their engaging, real-life, and fun projects.

Some chapters are devoted to the math, social studies, and science, and others to English, world languages, and technology applications. ‘Flipped learning’ can become a reality in your classroom on a full-time or part-time basis. It all depends on the classroom teacher and his or her ability to implement the strategies effectively and in a timely manner.

For example, in the chapter dedicated to math, Audrey McLaren points out that she flipped her class, but it is a work in progress. She started ‘flipping’ her classroom three years ago and she is still learning how to ‘expertly’ use all the recording tools. She suggests that you start with other peoples’ lessons like those found in the Khan Academy or Mathis Power4u. Also, she mentions that recorded lessons should be around 20 minutes long. Her major emphasis is that you use ‘cooperative learning’ for all group activities and ‘VoiceThread’ for recording your own lessons. Lastly, she said, “don’t try to change what you do-just change when you do it.”

Another math teacher was Mr. Todd Nesloney from Fields Store Elementary in Waller, Texas. He is a 5th grade teacher and his advice was to ‘flip’ your classroom and allow for your students to work with the project-based model. He started by making videos using Edmodo for the first month and then he progressed to the Screen-o-Matic system. His recorded videos had

to be watched at home by using his WSQ notebook forms. The students learned that the ‘W’ stands for ‘watch’. When and where did you watch the video? The ‘S’ stands for ‘summary’. Write a summary of the video. And the ‘Q’ stands for ‘question’. What is one question you have from the video? The following day, the students had work in groups and discuss their WSQs during the first ten minutes of class.

Todd kept his students engaged all the time with his fun activities. At the end of the year, after the students’ mini-presentations (topic: on something they were passionate about and how math was involved in their passion), all the students requested that the project-based learning be brought back the following year. And their response to the flipped classroom was: *awesome, wonderful, exciting, fascinating, cool, challenging, and entertaining*.

When students take ownership in their own learning, their retention increases and attrition decreases, thereby, allowing mastery learning to take shape with all students. Good teaching and student learning are the goals with this book.

‘Flipping’ your classroom allows you to integrate technology (like Google Forms, Smart Board, Prezi, etc.) into your homework lessons which in turn gives you the teacher more class time to focus on the individual students’ progress toward the instructional goals and objectives. More importantly, the impact of ‘flipping’ your classroom is

demonstrated with higher teacher satisfaction and overall improved student attitudes and standardised test scores, especially for AP students and special needs students.

Kenny Bosch presented information on how to 'flip' your classroom on a part-time basis. First, you can flip when you take information that you would present in class and present it as a video, podcast or other version that the students view before coming to class. Part-time flipping is flipping only portions of your classroom, but not all of it. He started by taking his traditional power point lessons, uploaded them as a Goggle Presentation, and then linked them to his Edmodo account.

I agree with the author, Jason Bretzmann that differentiated instruction can be addressed with technology. For all learners can navigate the videos and lessons at their pace with the help of their supporting parents at home and the inspiring teacher in the classroom. This new teaching model applies to elementary, middle school, and high school students alike.

This is a prime example of the evolution of education and technology in the classroom and at home. Technology can infuse that missing enthusiasm (fun) in the classroom by allowing the teacher to 'flip' the instruction and curriculum. The 'flipped classroom' is what good teaching should look like with real expectations and accountability for all learners and teachers. It helps most students to become independent learners while 'mastery learning' is being reached more often.

In conclusion, I have to say that educational technology and activity learning are two key components of the 'flipped classroom' model and the teacher testimonials are a great place to start learning about this new method of teaching in the 21st century. This 'flipped' teaching model replaces the 'lectures' with videos and provides access to resources that support individualised instruction. Technology allows for the teacher to have that extra valuable class time for supporting the individual learners and group projects and that is great news for all educators and students alike.