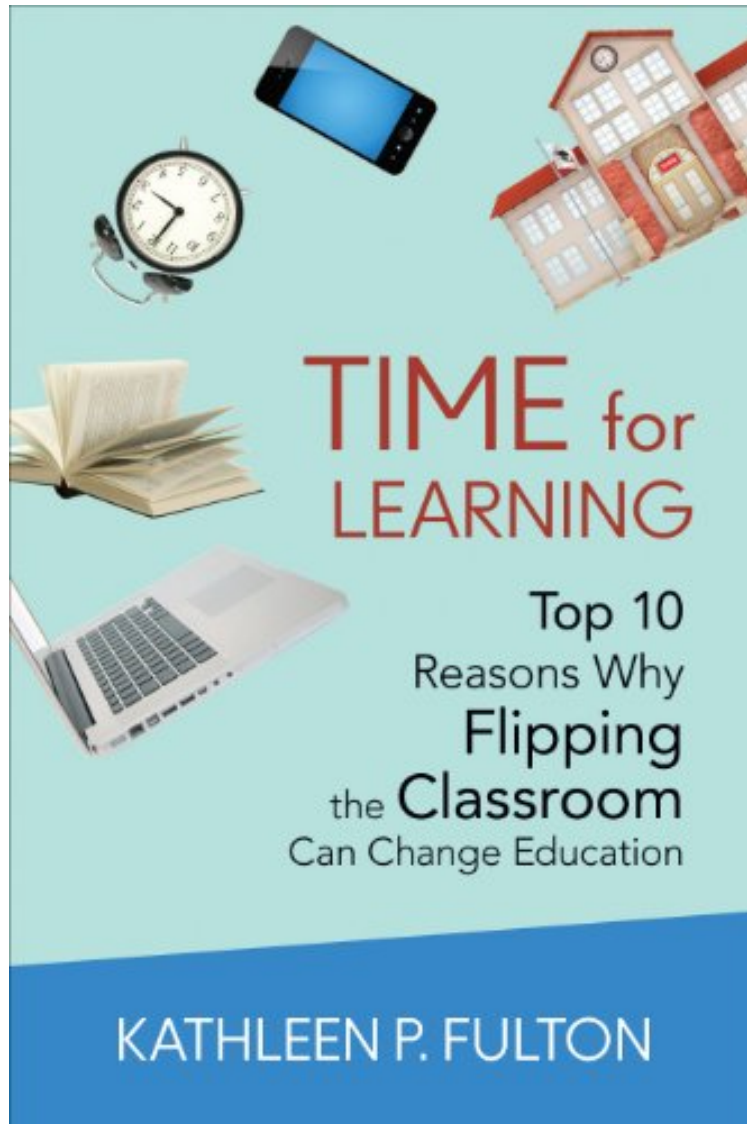


(Download) Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education

# Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education

*Kathleen P. L. Fulton*

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**Kathleen P. L. Fulton : Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education** before purchasing it in order to gage whether or not it would be worth my time, and all praised Time for Learning: Top 10 Reasons Why Flipping the Classroom Can Change Education:

0 of 0 people found the following review helpful. Edward Arenson MD, non-educator, reviews Time for LearningBy edward arensonIn her artfully constructed and meticulously even-handed discussion of the pros and cons of classroom flipping, which she very clearly defines, Kathleen Fulton gives us an exhaustive and well researched presentation of a

topic which is obviously timely, even to a reader like me who has no credentials in the moving target of modern education. The author's impeccable prose, which might be credited in part to one of our most gifted traditional teachers, (who might be the exception rather than the rule,) is concise and accurate as well as informative. The construction of the chapters obeys the paradigm of "say what you're going to say, say it, then say what you've said" so that, even though it's a paper book, there is no need to "search" electronically for information that you have read, but cannot find. As a non-educator, I had some trouble with some of the acronyms which, I'm certain, would be well known to the author's peers. The topic of which might have been addressed in more detail is how flipping could be made successful for students at the poverty level. I have been told by a teacher friend recently that this might represent 50 per cent of students at the K-12 level; they may be hungry, sleep-deprived, and inhabit environments in which learning is impossible. These students frequently attend the schools in which resources are suboptimal to begin with, but must be increased dramatically so that impoverished students can benefit from flipping rather than be lost because of it. This central issue must be addressed, because it is clear that flipping, or some derivative thereof, is here to stay. While the author is a proponent of this innovative approach to teaching and learning, she is well aware of its pitfalls. She believes, as I do after reading this provocative book, that the potential of flipping far outweighs the risks. It will be exciting to follow the evolution of this innovation in education and imagine what might be accomplished if the best can be made of the inevitable. Perhaps some of the worst teachers of my early education could have been the best, and those bright underachievers might have been at the top where they belonged!

Edward Arenson MD  
1 of 1 people found the following review helpful. Time For A Change. By John Neuhaus Ph.D. This new book by Kathleen Fulton is an exceptionally well-organized, lucid and engaging discussion about the process of "flipping" a classroom. This involves enhancing the standard lecture/note-taking process with a variety of other pedagogical options. In a science class, for example, students listen to some of the lecture material on their own time and use the in-class "recovered time" to design their own experiments or take part in a number of other options and projects ably outlined by Fulton. She enlivens her discussion with a great many examples from contemporary classrooms. This is an important and accessible discussion of educational policy and reform. Highly recommended.  
0 of 1 people found the following review helpful. The basics By Working Towards Better Basic overview. It did not give strategies or many details for practical use. It is the type of book that just gives an outline of the process and the reasoning..

The guide school leaders need to reap the rewards of education's most exciting new trend Flipping classrooms—using class time for hands-on learning and "off loading" the lecture portion of lessons as homework—is taking schools by storm. This book makes the case to educational leaders for the benefits of flipping. Backed by powerful data and anecdotes, topics include: Data on positive student outcomes in terms of achievement and motivation How flipping gives teachers more time to work with students one-on-one and encourage peer learning; How flipping engages students in 21st century skills Ways flipping is budget and resource-friendly;

"This great book provides the background, reasons, and advantages of flipping. It is the perfect book for someone trying to decide whether or not to get their feet wet. It also offers resources for further in-depth study and collaboration." (Alexis Ludewig, Supervisor of Student Teachers) "Flipped classrooms empower teachers to engage students in deeper learning. This book gives readers ten reasons for joining forces to make this possibility a reality." (Tom Carroll, President) "This book addresses some of the basic inadequacies in our traditional educational practice. It provides an innovative and thoughtful alternative to the all too prevalent non-student centered approach that has dominated education for too long." (Robert Barkley, Jr., Retired Executive Director) "I highly recommend this book for any educator interested in flipping the classroom to reinvent the learning process. The stories show how flipping is energizing teachers and students with powerful results!" (Lisa Schmucki, Founder and CEO) "This is an interesting text written in a conversational tone by an author who is knowledgeable about technology and enthusiastic about the potential of flipping as a technique to alter teaching and learning. Well-written case studies from various classrooms provide insight into what flipping means as a part of instruction." (Dr. Allen D. Glenn, Retired Professor and Dean Emeritus) "This great book provides the background, reasons, and advantages of flipping. It is the perfect book for someone trying to decide whether or not to get their feet wet. It also offers resources for further in-depth study and collaboration." (Alexis Ludewig, Supervisor of Student Teachers) "Flipped classrooms empower teachers to engage students in deeper learning. This book gives readers ten reasons for joining forces to make this possibility a reality." (Tom Carroll, President) "This book addresses some of the basic inadequacies in our traditional educational practice. It provides an innovative and thoughtful alternative to the all too prevalent non-student centered approach that has dominated education for too long." (Robert Barkley, Jr., Retired Executive Director) "I highly recommend this book for any educator interested in flipping the classroom to reinvent the learning process. The stories show how flipping is energizing teachers and students with powerful results!" (Lisa Schmucki, Founder and CEO) "This is an interesting text written in a conversational tone by an author who is knowledgeable about technology and enthusiastic about the potential of flipping as a technique to alter teaching and learning. Well-written case studies from

various classrooms provide insight into what flipping means as a part of instruction." (Dr. Allen D. Glenn, Retired Professor and Dean Emeritus)

**About the Author** Kathleen Fulton is a writer and education consultant specializing in teaching quality and technology. She served as Director, Reinventing Schools for the 21st Century, at the National Commission on Teaching and America's Future (NCTAF) for ten years. Before joining NCTAF, Ms. Fulton was Project Director for the Congressional Web-based Education Commission and lead author of their report *The Power of the Internet for Learning*. She spent four years as Associate Director of the Center for Learning and Educational Technology at the University of Maryland, and worked for ten years as a policy analyst for the U.S. Congressional Office of Technology Assessment (OTA). At OTA she was the Project Director responsible for several major education reports, including *Education and Technology: Future Visions*, and *Teachers and Technology: Making the Connection*. Since her retirement from NCTAF, Fulton has been consulting with a range of clients, including the State Education Technology Directors Association, the U.S. Department of State, the University of Colorado at Denver, the National Council of Teachers of English, and the Byron School District in Minnesota. Her current work focuses on "flipped classrooms" and she has written articles on this topic published in the *Phi Delta Kappan*, *T.H.E. Journal*, *Learning and Leading with Technology*, and *School Administrator*. She graduated from Smith College with a BA in English, and received a Master of Arts in Human Development from the University of Maryland. Fulton lives in Takoma Park, Maryland with her husband Harry Fulton and has two grown children, Rebecca and Jeffrey, and four amazing grandchildren. Listen to Kathleen Fulton's webinar "Top 10 Reasons Why Flipping the Classroom Can Change Education" [here](#).