

Book Review

The Differentiated Flipped Classroom: A Practical Guide to Digital Learning

Authors: Eric M. Carbaugh and Kristina J. Doubet

Foreword by Carol Ann Tomlinson

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Reviewed by Ubon Sanpatchayapong

Rangsit English Language Institute (RELI), Rangsit University, Pathum Thani, Thailand

While the 21st Century skills have made a number of changes in the classroom settings, flipped classroom has emerged as a powerful teaching and learning model that engages both teachers and their students. *The Differentiated Flipped Classroom* reviewed here can be a practical guide of instruction employing educational technology to present new materials to students within the flipped model and through the lens of differentiated instruction.

The Differentiated Flipped Classroom: A Practical Guide to Digital Learning contains seven chapters:

Chapter 1 is on flipping and differentiating. It provides the reader with the overview of a flipped classroom from research projects and brain research followed by the overview of a differentiated classroom. It also shows that differentiation matters because it is knowledge-centered, assessment-centered, learner-centered, and community-centered.

Chapter 2: *Crafting and Maintaining Positive Learning Environment*. The Chapter suggests practical strategies from both teachers and neuroscience findings such as ‘caring relationship, student ownership over, and investment in their education, active and open confrontation of fear of failure, and positive interactions’ (p.11). In terms of mindset, the authors reveal ideas to convert instructional decision at school for building community and growth showing some examples in flexible grouping using multiple grouping strategies in a short period of time. Figures are given exhibiting the friendly classroom environment. Besides, home activities using mindset videos and questions are given for encouraging students to learn from both success and failure. Giving constructive feedback is also recommended. The bottom line of

this chapter, thus, ensures the reader that there are several ways for teachers to make a differentiated flipped classroom ‘to promote an effective place for learning, both face-to-face and virtually’ (p. 23).

Chapter 3 provides approaches for teachers to understand the students’ learning needs by employing the ongoing assessment. Here, using formative assessment to check for understanding, quick ways to assess for readiness at home and at school are given along with figures citing examples and problem-solving strategies to reach individual student’s learning goal. The authors conclude that ‘strategies provided in this chapter are designed to help students actively engage in instruction both at home and at school. They also highlight methods by which both teachers and students can monitor understanding in both settings’ (p. 37).

Chapter 4 explores what teachers can do from the data garnered from the formative assessment strategies. The chapter entitled ‘*Differentiating According to Student Readiness*’ thereby includes the sub-topics such as differentiating for readiness using questions and prompts, through scaffolding and varied content delivery. It also provides a note on flexible grouping, the chapter summary, and a teacher in action. The authors also remind the reader that strategies suggested in this chapter are served as ‘support and challenge needed for students to grow both at home and at school’ (p. 58).

Chapter 5: *Differentiating According to Student Interest and Learning Profile*. This chapter focuses more on students’ personal ways of learning and their motivation. The sub-topics such as motivation in a flipped classroom, simple strategies for harnessing students’ personal interests, strategies for activating students’ situational interests, and using the strategies effectively are discussed. The strategies, therefore, can help students learn about themselves and apply the lessons learned to work with people with multi-cultural backgrounds.

Chapter 6 entitled ‘*Managing the Differentiated Flipped Classroom*’ revisits a number of activities at school, for instance, classroom routines, expectations for individual and group work, and record keeping. The last management or record keeping is done both at school and at home. Figures such as open-ended and specific technology policies, classroom map for group transitions, and students’ self-assessment are provided and addressed in depth.

Chapter 7 is the final chapter of the book. It summarizes the key ideas giving ‘an overarching, interdependent framework for teachers’ (p. 98). They are, for instance, ‘both at-home and at-school learning experiences can be proactively differentiated based on student readiness, interest, and learning profile. Cultivating student-student and student-teacher relationships and fostering a growth mindset are essential to creating a community of learners who feel in control of their success, etc.

The book also provides appendices of resources for implementing a flipped classroom, sample student technology survey and school BYOD (Bring Your Own Devices) policy, interest and learning profile task examples, extended management example, differentiated flipped lesson plan (FLP) template and sample lessons, as well as useful references for reader and teachers.

To me, *The Differentiated Flipped Classroom* is a groundbreaking guide that can assist teachers to identify and address diverse student needs within the flipped classroom. Through the seven chapters, the teachers can find practical, standards-aligned solutions to help them design and implement at-home and at-school learning experiences for students both holistically and individually. Both teachers and students can then use technology as a meaningful learning instrument. In addition, the book can support, challenge, and motivate diverse learners to learn. The real-world examples and resource-rich appendices are beneficial for further update learning and research.

Author’s biography

Ubon Sanpatchayapong, D.Ed., is Assistant Professor and Deputy Director of Rangsit English Language Institute (RELI), Rangsit University. Before Rangsit University, she was an English teacher at Triam Udom Suksa School and a lecturer at the Faculty of Liberal Arts, Mahidol University. She earned her doctoral degree in TESOL from the University of Melbourne, Australia. Prof. Ubon was the 20th President of Thailand. She was awarded ‘Alumni of the Year’ by AustCham and the Embassy of Australia in Bangkok in 2014. Her interest includes project-based teaching and learning, translation, PLC, lesson study, and technology.

Contact information

Name: Ubon Sanpatchayapong

Institute: Rangsit University

Mailing address: Rangsit English Language Institute (RELI), Rangsit University,
Pathum Thani, 12000, Thailand

E-mail address: ubonmays@gmail.com