# Chapter 56
# Examining the Potential for Flipped Literature Units:
## Flipping *The Great Gatsby*

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## ABSTRACT

*This chapter discusses a case study of an eleventh-grade American Literature course in the Southwestern United States using flipped teaching approaches with technology for the first time. The study's purpose was to investigate the effects of flipping using technology on how the teacher and students worked, learned, and engaged with English Language Arts (ELA) content. Specifically, the researcher hoped to study the effects of flipped coursework on homework and classwork, the students' and teacher's responses to flipped strategies, and the impact of technology on a two-week unit on The Great Gatsby (Fitzgerald, 1925). The teacher worked with the researcher to choose four activities in the unit to flip, which involved a webquest, Google quiz, blog, and online PowerPoint. The participants in the study included the teacher: Mr. Riggs, a veteran ELA teacher with over 20 years' experience and four eleventh grade students: Simone, a bi-racial female; Omar, an African-American male; Garrett, a Caucasian male; and Audrey, a Latino female. Through open-coding analysis of interviews with each participant during the study, field notes taken throughout the unit, and documents collected from online and paper artifacts, three major categories were established. The major categories included perceptions of changes in classwork and homework, impact of technology, and appeal of flipped classrooms. The findings of this study revealed that the flipped unit had an impact on the amount of homework, the type of homework and classwork, homework completion, time spent in class, and the way technology was used. Intrinsic and extrinsic motivation played an important role on whether flipped assignments were completed on time or were engaging for students. A final important finding showed that teacher flexibility was necessary for the flipped unit to be successful. This study provides insight into how flipping could work and look in an ELA classroom.*

## INTRODUCTION

When I began to research the flipped classroom, I thought about how technology has become a seamless part of life, and flipped classrooms seemed to offer a great opportunity to integrate practices into school that students were already doing outside of school. One of my case study participants pointed out, "I mean, this whole generation -- including me -- we're big technology people. Everyone has, well, almost everyone has a phone, an iPod, something, a computer, something technological, so, I mean, it's just a whole technological era" (Garrett, interview, May 18, 2012). This comment from Garrett [all case study participants' names have been changed to pseudonyms], an eleventh grade American Literature student, reflects the reality that life in the 21$^{st}$ century involves learning with technology; in fact, in a recent Pew Teens and Technology study, Madden, Lenhart, Duggan, Cortesi, and Gasser (2013) found that 74% of teens have access to a cell phone, and 93% have computer access at home.

As flipped teaching strategies continue to gain momentum, many questions still remain, such as how to implement this innovative method into English Language Arts (ELA) courses. English teachers want to know which methods of flipping work best in ELA classrooms, how students respond to this method, how flipped strategies affect time spent in class, and how to overcome issues of access to technology or technological skills.

This case study examines an eleventh grade ELA course in the Southwestern United States during the first time implementing flipped teaching strategies using technology, focusing on Mr. Riggs, a veteran teacher with over 20 years' experience and four students from the course: Simone, a biracial female; Omar, an African-American male; Garrett, a white male; and Audrey, a Latina female. The purpose of the research is to examine whether using technology to deliver instruction changes how the teacher and students work, learn, and engage with content in the ELA course.

## LITERATURE REVIEW

### Flipped Classrooms

Flipped classroom methods (Bergmann & Sams, 2012; Educause Learning Initiative, 2012; Fulton, 2012; 2014; Mok, 2014; Morgan, 2014; Shaffer, 2016; Tucker 2012) have become popular as educators realize flipped methods offer a way to move knowledge and comprehension activities into online delivery methods, which creates more time in class for hands-on, inquiry and discussion-based activities. In this way, using technology to deliver instruction connects to the students' funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992), a specific term meaning that students' backgrounds and home knowledge is treated as a "fund" equal in importance to academic funds.

Fulton (2012) identifies some key reasons for adopting a flipped classroom:

1. Students move at their own pace;
2. Doing "homework" in class gives teachers better insight into student difficulties;
3. Teachers can customize and update the curriculum, and provide it to students 24/7;
4. Students have access to multiple teachers' expertise;
5. Classroom time can be used more effectively and creatively;
6. Parents have a window into the coursework;

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