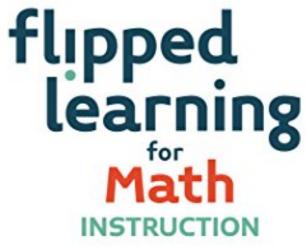


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About the Author

Jonathan Bergmann was a classroom teacher for 24 years. He now works with teachers, schools and corporations to help them rethink educational practice. He co-founded the Flipped Learning Network and FlippedClass.com. He received the Presidential Award for Excellence for Math and Science Teaching in 2002.

Aaron Sams is an educational entrepreneur who co-founded the Flipped Learning Network and FlippedClass.com. He is adjunct professor at Saint Vincent College in Latrobe, Pennsylvania, and was a chemistry teacher in Colorado and California. He was awarded the 2009 Presidential Award for Excellence in Math and Science Teaching.

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Building on their best-selling book Flip Your Classroom: Reach Every Student in Every Class Every Day, flipped education innovators Jonathan Bergmann and Aaron Sams return with a book series that supports flipped learning in the four topic areas of science, math, English and social studies as well as the elementary classroom.

In this new book, the authors discuss how educators can successfully apply the flipped classroom model to teaching math. Each chapter offers practical guidance, including how to approach lesson planning, what to do with class time and how the flipped model can work alongside learning through inquiry.

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Most helpful customer reviews

3 of 3 people found the following review helpful. Even if you are not a math teacher; buy this book By RWK

I am not a math teacher but a high school science teacher. I did not want the Kindle version of this book and was lucky enough to be able to buy it at the ISTE 2015 conference in Philadelphia letting me write all over the pages. I purchased the Flipped Learning for Math because in all areas of science, math plays such a prominent role and I wanted ideas on how to successfully flip those math lessons. As with the Flipped Learning for Science Instruction, they begin the book by reviewing the philosophy behind flipping your classroom and how to begin the flipping process.

They then discuss in depth how to specifically how to flip the math classroom. They discuss using manipulatives, simulation and student-created content. Jon Bergmann and Aaron Sams are chemistry teachers so they bring in math teachers, who are experts in the area of flipping a math class and let the readers hear about their experiences. I found many ways that I can use some of the techniques that Jon and Aaron describe in the book to help my students calculate allelic frequencies using the Hardy-Wineberg formula and balance chemical formulas.

I am looking forward to Jon and Aaron's next two books, Flipped Learning for English Instruction and Flipped Learning for Social Studies Instruction. I'm sure that I will find something in both of those books that I can bring into my science classroom.

2 of 2 people found the following review helpful.

A Gateway to More Active Forms of Learning: Flipped Learning for Mathematics Instruction By Christopher Stewart

A gateway to more active forms of learning: A concise and informative read for any teacher--not just teachers of Mathematics--looking to take inventory of best teaching practices and to critically reflect upon their own approaches to teaching and learning.

The authors, Bergmann and Sams, ask the following about teaching and learning: "What is the best use of your face-to-face class time? As many educators can relate, we often find ourselves wondering how we can structure the teaching of Mathematics to being more active with the aims of improving both student engagement and achievement.

In planning to make their book a great resource, the authors have not only devoted chapters to specific topics--e.g., mastery, inquiry-, and project-based learning--but they have provided inspiring examples of teachers who are using flipped learning to making teaching and learning more activity-based.

On a personal note, as I was reflecting throughout the process of studying their book, I came to realize that my plans for creating opportunities for problem-, inquiry-, and project-based learning could be facilitated so much more by moving some of students' first-exposure learning outside of the classroom. This would leave our face-to-face time open to being enriched by the various forms of active learning. And as far as mastery learning is concerned, once learning objects are archived (e.g., video format), my students can always return to a video for support--even during the course of an inquiry or project.

This book can also serve as a great resource for administrators and district coaches charged with helping to provide their staff with professional learning opportunities to study effective teaching strategies in Mathematics education.

Christopher Stewart

Ontario Certified Teacher, Mathematics

Flipping the Focus (Founder and Project Lead), @flip4change, www.flippingthefocus.weebly.com

North Grenville District High School, Kemptville, ON Upper Canada District School Board

0 of 0 people found the following review helpful.

You would be better looking online

By Nicholas Bennett

This was tough because I liked his original book. I liked this book. Not much here that you can't find online,

or that he has not said in another book. Feels like they are now making books to make books as quickly as they can. The substance could have been better. They do not expand on many concepts such as PBL, video creating, which is a shame. I think overall the book was ok. As a math teacher I found this pretty disappointing.

I would buy is used or check out the original book they wrote.

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