

THE FLIPPED CLASSROOM: SHAKESPEARE IN THE ENGLISH CLASSROOM

A Thesis
Submitted to the Graduate Faculty
of the
North Dakota State University
of Agriculture and Applied Science

By

Anna Lynn Gross

In Partial Fulfillment of the Requirements
For the Degree of
MASTER OF SCIENCE

Major Program:
Education
Option:
Curriculum and Instruction

June 2014

Fargo, ND

North Dakota State University
Graduate School

Title

The Flipped Classroom: Shakespeare in the English Classroom

By

Anna Lynn Gross

The Supervisory Committee certifies that this disquisition complies with North Dakota State University's regulations and meets the accepted standards for the degree of

MASTER OF SCIENCE

SUPERVISORY COMMITTEE:

Anita Welch, Ph.D.

Chair

Larry Napoleon, Ph.D.

Stacy Duffield, Ph.D.

Amy Rupiper Taggart, Ph.D.

Approved:

6/19/2014

Date

Anita Welch, Ph.D.

Department Chair

ABSTRACT

Bergmann and Sams' twenty-first century flipped classroom method was reviewed in depth to determine its effectiveness in improving student achievement and enjoyment of studying *Hamlet* by William Shakespeare, a text that is difficult to both read and comprehend. The flipped method was implemented into one of two 12th grade general English classes in rural Minnesota. The first section of 12th grade general English read the play aloud using the traditional read-aloud method and completed an in-depth passage analysis chart for homework. The second section, the intervention group, used the flipped method and read the play on their own with accompanying video podcasts and then worked together in class with both peer and teacher help to complete the passage analysis chart. After finding similar final assessment scores, the flipped classroom may prove to be successful in an English class studying difficult literature.

TABLE OF CONTENTS

ABSTRACT	iii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
LIST OF APPENDIX TABLES.....	viii
INTRODUCTION.....	1
Significance	1
Statement of the Problem.....	1
Research Questions	2
NEED FOR RESEARCH.....	3
REVIEW OF LITERATURE	4
General Overview.....	4
Overview of Flipped Classroom Model.....	4
Advantages of Flipped Classrooms	6
Disadvantages of Flipped Classrooms	12
Flipped Classroom Resources.....	15
Student Enjoyment and Academic Achievement in Flipped Classrooms.....	16
SCOPE OF STUDY AND LIMITATIONS.....	20
METHODOLOGY	22
Research Design.....	22
Participants and Setting.....	28
Instruments.....	30
Procedures	31

DATA COLLECTION AND ANALYSIS.....	33
Data Collection	33
Analysis	33
SUMMARY AND CONCLUSIONS	38
IMPLICATIONS.....	41
SCOPE FOR FURTHER RESEARCH	44
REFERENCES.....	46
APPENDIX A: IRB DOCUMENTS.....	48
IRB Document: Parent Permission Slip	48
IRB Document: Youth Assent Form.....	51
IRB Document: Classroom Script.....	54
APPENDIX B: SAMPLE INSTRUMENTS	56
Sample Reading Check: Act IV, Sc. v-vii Reading Check	56
Sample Study Guide: Act III/IV Study Guide	57
Sample Act Test: Act III Test	64
Sample Final Test: <i>Hamlet</i> Objective Test	66
Sample Student Survey on Flipped Classroom	70
APPENDIX C: RAW DATA.....	71

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Research Methods Used to Answer Research Questions.....	24
2. Values of Assessments	25
3. Sampling Numbers Per Class	30

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Student Assessment Scores	34

LIST OF APPENDIX TABLES

<u>Table</u>	<u>Page</u>
C1. Reading Check scores for Hour 1 (Non-intervention group).....	71
C2. Reading Check scores for Hour 7 (Intervention group).....	72
C3. Study Guide scores for Hour 1 (Non-intervention Group).....	73
C4. Study Guide scores for Hour 7 (Intervention Group).....	74
C5. Summative test scores for Hour 1 (Non-intervention Group).....	75
C6. Summative test scores for Hour 7 (Intervention Group).....	76
C7. Flipped group survey—Likert scale data.....	77

INTRODUCTION

Significance

Every decade or so, the educational world encounters a revolutionary idea that becomes more than just a ‘buzz word’ that everyone is talking about: it becomes a trend and sometimes an ideal to demonstrate what education should be. However, educators must be mindful not to jump on educational trend bandwagons simply because it is the latest trend. Jon Bergmann and Aaron Sams, the co-founders behind the recent nationwide movement encouraging the use of the flipped classroom explain the flipped classroom as an environment where students obtain the lecture-worthy information via technology at home (either provided by the school or the student), and come to class prepared to apply the information in a hands-on way with teacher and student collaboration (Bergmann & Sams, 2012). The concept of the flipped classroom has become a topic worthy of discussion, and one will be hard-pressed to find an educational journal or blog that hasn’t addressed or debated the flipped classroom in the past few years. The concept of the flipped classroom lends itself to educators, students, and parents alike. Anytime the focus can be on student-centered learning, there must be validity in the proposed strategy, and the strategy is worthy of examination.

Statement of the Problem

Though the bulk of the literature focuses on lecture-heavy classes like science and math, I want to determine if the flipped classroom can increase student achievement and student engagement in the language arts classroom. Though much of language arts (specifically teaching literature) is Socratic in nature, the flipped

classroom may still have a place or purpose in the language arts classroom (Bergmann & Sams, 2012). Though it may not be conducive to every unit in the language arts spectrum, some units may benefit immensely from allocating more class time to student-centered learning that is guided by the teacher. My goal is to determine if student achievement and engagement in English, specifically in the reading of difficult texts like Shakespeare's plays, can be improved through the implementation of the flipped classroom at the 12th grade level.

Research Questions

- 1) How will flipping the classroom impact student achievement while reading *Hamlet*, specifically reading check scores and study guides (formative) and test scores (summative)?
- 2) How will flipping the classroom impact student enjoyment and satisfaction of reading and studying *Hamlet*?

NEED FOR RESEARCH

The purpose and the methodology of any instruction must be clear for instructors to successfully implement in order to produce the desired benefits. The flipped classroom is no different. Teachers must understand the rationale to successfully flip their classrooms to lead to desired educational benefits. This research will help any teacher new to the concept to better understand the purpose behind flipping the classroom, how to flip the classroom, in which situations flipping the classroom works best, and what results to anticipate after flipping the classroom.

REVIEW OF LITERATURE

General Overview

The flipped classroom is not a new concept. Sams and Bergmann (2013), the founders of the term flipped classroom, relate the new concept to centuries of teachers asking students to come to class prepared by reading a section of a textbook or a novel. The recently adopted term flipped classroom was created when Sams and Bergmann, high school science teachers in Woodland Park, CO, decided to begin videotaping their lectures and allocate the lecture time to homework, leaving the in-class time to more hands-on work (Springen, 2013).

Overview of Flipped Classroom Model

The flipped classroom model is more of a philosophy than a methodology (Flipped, 2011). The ultimate goal of a flipped classroom is to maximize the face-to-face time between teachers and students. Many teachers have found that the majority of their face-to-face time is lecturing at students, not working with students. What could be a huge paradigm shift in education suggests that teachers should spend that face-to-face time working with students on applying the concepts at higher levels of Bloom's Taxonomy (Sams & Bergmann, 2013). The most common utilization of the flipped classroom is for teachers to create or find videos that serve as the traditional lecture time in class and to assign as homework that students would watch on any hand-held device or any computer at home. At first glance, the flipped classroom may seem like a teacher finding a way to lessen the workload. However, the teachers do not simply assign a video for homework and have students come in and do a worksheet quietly:

teachers walk around formatively assessing students' knowledge level by asking and answering questions and working with students, not just lecturing to students.

The flipped classroom is a model that can be used in so many different situations. It is not a one-size-fits-all model by any means, as some classes and lessons may not lend themselves to the model. However, the model is also not specific to only a high school classroom. Michael Defour (2013) writes that the Wisconsin Department of Public Instruction has become an advocate for the flipped classroom and strongly recommends that districts across Wisconsin adopt and implement the model. In addition to public school districts, The Madison Area Technical College and the Madison Fire Department have adopted the model in teaching and training their students and workers. Students and workers are held accountable by coming to class or work prepared for hands-on training and practice (Defour, 2013).

Not all teachers have adopted the flipped classroom strategy without hesitation. Ann Moffat, a veteran teacher of twenty nine years in Verona, WI, was extremely adamant about shunning the model of the flipped classroom until she tried it herself in her classroom. (Defour, 2013). Soon after trying it, she embraced the model, specifically the fact that her students were able to learn "how to work off each other and solve problems independently, which is the whole goal" (Defour, 2013, p. 10).

Though the model worked well for Moffat's class, it may not work for every class. Classes that are not solely lecture-based and are more Socratic in nature may not find the flipped classroom model as applicable (Sams & Bergmann, 2013). However, Bergmann and Sams (2012) also claim that "You can do the same [flip your classroom]-whether you teach math, science, social studies, language arts, physical education,

ELL, a foreign language, or humanities (p. 2). In their book, they outline different ways to flip each and every classroom, proving that it is not only possible, but also beneficial (Bergmann & Sams, 2012). However, most of the lessons mentioned in the literature were in the math and science category. In all the literature studied, only two mentions of specific lessons applied to the English/Language Arts studies: an example of a unit introduction on William Blake (Sams & Bergmann, 2013) and a lesson on comma splices (Goodwin & Miller, 2013). The examples of science and math examples are endless, and one particular initiative worthy of mention is the math department in Byron, MN, that won the 2011 Intel winner for high school mathematics after the entire department flipped their classrooms, truly revolutionizing the process of teaching math (Fulton, 2012). There are no specific studies that list the actual number of current flipped classrooms in the United States, but the Flipped Learning Network (as cited in Goodwin & Miller, 2012), reports that “according to the Flipped Learning Network (2012) membership numbers have increased from 2,500 teachers in 2011 to 9,000 teachers in 2012” (2012, p. 78). The Electronic Education Report also boasts that there are 2,300 people discussing the concept on flippedclass.com (as cited in “Flipped”, 2011). With a staggering number of interested individuals, it only makes sense that the flipped classroom has received the attention it has.

Advantages of Flipped Classrooms

With any initiative, there are benefits and drawbacks. If the model of the flipped classroom is used correctly, the benefits are immense. One of the biggest draws to implementing the flipped classroom is the positive feedback from students. In the 21st century, students are accustomed to high-tech gadgets and social media (Defour,

2013). They use these gadgets and resources as entertainment: why not use them as a means for instruction as well? Students are also immersed in the Internet and social media, and for many, have grown up only knowing these entities as an integral part of life, though they may not be savvy in best use practices. Bergmann and Sams (2012) found one of their greatest frustrations to be that many of their students carried more powerful pieces of technology in their pockets than the computers in the computer labs at their schools. Since so many students are already perusing You Tube or other Internet sites while doing their math homework, why not encourage students to use the devices for their homework? Consequently, students who have grown up with unlimited access to technology are not as wowed by the flipped classroom concept as many teachers think. These students are already used to utilizing technology to participate in many of their everyday activities. Why would learning be any different? Bergmann and Sams note that students express excitement during the first few weeks, but after that the flipped classroom model simply becomes another expectation (2012). And though Bergmann and Sams point out that students are not opposed to the model, they simply accept it because it becomes a point of normalcy in their lives, leading educators to believe that students will easily adapt to the instructional shift in the classroom (2012).

Quite possibly the greatest benefit to the flipped classroom is the face-to-face time spent with both teachers and peers. Goodwin and Miller credit the flipped classroom with offering more time for feedback between teacher and student as well as better student-teacher interaction (2013). Jonathan Bergmann, one of the co-founders of the flipped classroom, reported that once he started utilizing the flipped model in his

own classroom, he talked to every kid, every day, something he had never done in his previous 20 years teaching (as cited in “Flipped”, 2011).

It is also a way that students can take control of their learning by working at their own pace. If a lecture is moving along too quickly, and the student is too shy or embarrassed to ask the teacher to slow down, that student could inevitably miss crucial information necessary for working through formative assessments (Goodwin & Miller, 2013). When the lectures and instruction are committed to video, students can re-watch and rewind the portions they may miss the first time. Also, if students are sick or absent from school, which is inevitable, they will still receive the same instruction their peers received; they would just miss out on the face-to-face work time with their peers and teacher (Springen, 2013).

This type of instruction can also be beneficial for gifted or very involved students. Students who know they will be pre-occupied in the near future with sports, activities, vacations, or any other hindrance to their daily classes can work ahead in their classes by participating in the lecture ahead of time and asking for the work that accompanies it. Since the instructional piece is available to students to use at their leisure, students can work at their own pace. Bergmann and Sams reported one particular student who was involved in everything at their high school, most specifically as the Student Council president. As she knew Homecoming was approaching, she decided to work ahead in one of her flipped classes to be able to focus on all the demands Homecoming week would place on her. She used her time in Mr. Bergmann’s class to do the work to plan the daily Homecoming activities since she was already caught up with the homework and the lectures (2012). This student did not benefit from the hands-on collaborative

work if she worked ahead; however, her need for collaboration may not have been as necessary as someone else. Regardless, she completed the work, though it was more of an independent study as opposed to collaboration.

There is also the IEP aspect to consider: since some students require written copies of lectures via an IEP, having a video to watch and keep is even more helpful (Sams & Bergmann, 2013). The flipped classroom has also revolutionized the idea of differentiated instruction in the classroom. Since many teachers post their lessons ahead of time, students at a mastery level can move on to the next lesson without feeling bored or complacent. Sams and Bergmann relate an especially intriguing example of how differentiation is mandatory in a classroom: Allison, a 7th grade Spanish teacher, teaches a class made up of three different groups of students: those who are almost fluent in Spanish, those who have taken a few years of Spanish, and those who are taking Spanish for the first time. Using the flipped model, she is able to start at the beginning with those who need it, while still challenging those who are almost fluent in Spanish by assigning different lectures to view as homework and then working in their groups in class on different assignments, all the while collaborating with each other, which is another key benefit of the model (2013). The collaboration amongst students during the work time provides them with real-world exposure to collaboration, and it benefits in problem solving and work completion (Defour, 2013).

The flipped classroom is also praised because of the meaningful discussions it can spur after a video lecture the night before. Students find that they enjoy the classroom environment and material more because they end up leading the discussion and the learning. Many teachers require students to take notes on the lectures and then

come to class prepared to ask a good, thoughtful question. In these Q & A sessions, the entire class hears the questions and the answers, therefore creating an organic review of the material (“Flipped”, 2011).

Another benefit is the time aspect: teachers who have flipped their classrooms have found that they can transform a lecture that used to take an entire class period and post it as a video in 8-10 minutes because they are not repeating themselves and answering questions during the lecture. They won’t need to repeat themselves because students can rewind and re-watch. The questions that students have often are covered in the classroom question and answer session or as students embark on collaborative project-based learning (Springen, 2013). Ming, a teacher from Marine City High, found that after he flipped his classroom, he was able to build in 5-6 extra block-schedule days of instruction to his Advanced Placement (AP) Government class (Springen, 2013). Those extra days are crucial in helping students prepare for the AP exam that can potentially earn them college credits.

The idea of the flipped classroom is also grounded in brain research. Research has proven that teachers have an approximate ten minute window to introduce and discuss new material before the students begin to lose interest (Goodwin & Miller, 2013). Since most video lectures tend to be around ten minutes, research states that students should be able to stay focused, and after the video is over, they should be able to progress to their next task. This contrasts greatly with some lectures that can take up an entire class period with students sitting sedentary in their desks for up to 45 minutes.

Another benefit is the fact that the model can cater to traditionally apathetic students. In any classroom, there will inevitably be students who refuse to do homework

and possibly view the lessons; however, teachers using the flipped classroom model have found that students who traditionally lapsed on homework did the work because they didn't want to miss out on the collaboration with their peers during work time, and would rather work together than not work alone (Springen, 2013). Teachers must also be savvy enough to separate those unprepared students to keep the collaboration work truly collaborative. There is no expert way to assess if students have read or watched podcasts, but most teachers do begin with some type of quiz or reading check (Bergmann & Sams, 2012).

Additionally, one of the greatest repercussions stemming from the flipped classroom is the shift of an initial student goal of completion of assignments to a true understanding of the material (Bergmann & Sams, 2012). Once students have the opportunity to engage in learning together, Bergmann and Sams noticed that students formed their own collaborative learning communities that were truly focused on learning rather than simply finishing work. Since the time to complete work was built in, students spent the collaborative time with peers and with the teacher truly striving for understanding. This particular benefit is only reaped if the flipped classroom is adequately implemented. If teachers simply assign busy work, students will not feel challenged enough to find the value in the work. Bergmann and Sams wrote specifically about creating new "meaningful activities instead of completing busywork" (2012, p. 28).

One of the greatest benefits to the flipped classroom implementation lies in the proof. Though there have been no scientific studies to verify this, teachers report that they have witnessed improved test scores after flipping their classrooms (Defour, 2013). Goodwin and Miller also report that in a survey of 453 teachers who had flipped their

classrooms, “67% reported improved test scores...80% reported improved student attitudes, and 99% said they would flip their classrooms again next year” (2013, p. 78). The Byron High School math department, the afore mentioned winner of the Intel award for mathematics, found the following statistics after they flipped their classrooms: calculus proficiencies rose an average of 9.8% while accelerated algebra proficiencies rose 5.1% (Fulton, 2012). Byron High School’s standardized math test scores also rose; in 2006, the school’s mastery level was only at 29%. After the school realigned their math curriculum to better meet state standards, the mastery level rose to 65.6%. It rose even higher, to 73.8%, after flipping the classroom (Fulton, 2012).

Lastly, parents and students alike are proponents of the model. Students found that they better mastered the concepts with more hands-on work in class (Fulton, 2012). Parents also like the model because they could better help their students by viewing the lectures, knowing exactly what the teacher wanted the student to take from the lecture (Fulton, 2012). Parents have also reacted positively to the flipped classroom because they felt more connected to their students’ education. The parents who choose to watch the videos and lectures understood how the teacher taught. Bergmann and Sams noted that the focus of their parent/teacher conferences changed drastically after parents were aware of how the learning was accomplished. There were fewer questions about whether the students were paying attention in class because parents had a first-hand account of how engaged and attentive the student was during the lecture (2012).

Disadvantages of Flipped Classrooms

With any upside, there is always a downside. The resistance to the model has come from students, parents, and teachers, voicing numerous concerns. The main

resistance from students has stemmed from the logical fallacy that appeals to tradition, or “it’s always been done that way.” Students may have a tough time adjusting to homework that isn’t necessarily scored or turned in. Students may also resist because they feel the Internet is an escape from their daily grind, and they don’t want it to become a part of their workload (Defour, 2013). Another student concern is that if they watch the video and have immediate questions, how can they be answered? It isn’t realistic for teachers to work 24/7, and some students feel that if they can’t grasp the material at home, they will be ill-prepared for the hands-on work the next day (Springen, 2013).

Parents and teachers tend to resist because they learned via lecture (once again the appeal to tradition), so why can’t their kids or students? Many teachers and administrators alike correctly argue that lectures aren’t all bad, so why change or take that away? (Goodwin & Miller, 2013). There is also a major concern with those who want quantitative data to support the model: there isn’t any, as there have been no formal studies released on the flipped classroom, as Goodwin and Miller report in 2013. This alone makes people nervous, but as Goodwin and Miller report, “If we only implemented strategies supported by decades of research, we’d never try anything new” (2013, p. 78). Teachers are mostly concerned with the accountability aspect for students and how to hold them accountable for the work that was assigned via podcast. Springen writes that there are always students who refuse to do work: it wouldn’t matter if it was a video lesson or a worksheet to be completed at home (2013).

Another major drawback or concern stems from the technology aspect. What do schools do with students without access to a computer or Internet? Most schools have

found ways to remedy this by creating labs before and after school, sending home flash drives or DVDs, or providing the device (whether laptop or handheld device) to the student. More and more students own a device of their own (smart phone, iPad, etc.) that can be used to access the information as well. The other technology concern is the amount of screen time students will be exposed to. When parents hear that screen time should be limited, but their child comes home needing to be in front of a screen, they find themselves in a quandary. Lastly, parents are concerned about the stress the flipped classroom will put on their own computer or devices. If parents have more than one child in the school or district, they worry that they may not have adequate equipment at home (computers, devices, etc.) to accommodate student technology needs to fulfill homework obligations (Fulton, 2012).

Lastly, teachers are specifically concerned about the management of the new model. They feel that they will be forced to do far more work by recording what they could easily do in front of their class, essentially placing more work on them in their planning period or at home (Defour, 2013). Many are also concerned about how the model will affect their classroom management. Teachers who like a quiet classroom may have a hard time adapting to a flipped classroom, as collaboration and group work (where moving furniture and scattering kids all over the room) is a key factor in making it work (Springen, 2013). Another very valid concern is the assessment process. While collaboration is an integral component of the formative work, assessments, specifically summative assessments, have continued to be given individually. As of now, Minnesota students must pass the MCA tests in Reading, Writing, and Math to graduate. These tests are taken individually, so there is concern raised that students

who learn collaboratively may struggle individually on standardized tests (Springen, 2013). All the concerns are legitimate, but with any concern, there is typically a way to modify the program to alleviate any issues.

Flipped Classroom Resources

Aside from management concerns by teachers, many wonder where they even begin to get started in realistically reforming their curriculum and instruction. The logistics of the flipped classroom are well worth a look. A great place to start is somewhere together. Fulton reports that Byron High School used their Professional Learning Community time (PLC) to collaborate and begin making their videos. Teachers have many more options in creating videos than just recording themselves. Teachers can find and share videos on www.youtube.com (Defour, 2013) as well as look online at places like Khan Academy to find pre-existing videos (Springen, 2013). Teachers can also scour the Internet for existing Web Quests that will make the learning more project-based as well ("Flipped", 2011). Other teachers have taken existing Power Points and turned them into videos by making them Screencasts (Sams and Bergmann, 2013). However, some teachers simply video tape themselves using a video camera or use software applications like Educreations to help students visualize the process they are being taught (Springen, 2013).

Once the videos and lessons are recorded, school districts can utilize programs such as Moodle, Schoology, or Blackboard to upload and share the videos (Springen, 2013). Schools can also simply burn the lessons to DVDs or flash drives, but the strain on time becomes more apparent.

All the literature shares the same message: the shift cannot happen in one year. Teachers can begin with one unit and begin flipping their instruction. Maybe it is only one lesson to start with. Either way, the shift will not happen overnight, and teachers need to realize that once the lesson is recorded, it can be used again and again, just like they would give that same lecture year after year.

The flipped classroom can very possibly revolutionize the way teachers teach and students learn. With the constant innovations in technology becoming more and more accessible world-wide, educators need to question if there are more beneficial ways to teach students, potentially leaving behind centuries of lecture-style learning. Salman Khan, an outspoken advocate on the flipped classroom who has received all positive feedback on his own eTeaching materials, makes a provocative point: “Don’t use technology in the classroom, use it before and after, outside of the classroom...THEN use the classroom for the application of concepts” (as cited in Clark, 2011).

Student Enjoyment and Academic Achievement in Flipped Classrooms

Even though the flipped classroom has immense potential for success in aiding in student learning, a recurring question asks if it is appropriate for all areas of education. Students have been taught Shakespeare’s plays for as long as English has been a subject in American education (LoMonico, 1995). The greatest debate amongst education professionals is not if Shakespeare should be taught at the high school level; it is *how* it should be taught. Miriam Gilbert, a Professor of English at the University of Iowa, has asserted that the only logical way to truly help students understand the language is through a teaching method incorporating performance. Students would be

forced to get involved in the drama by acting out key parts of the play, forcing them to interact with the language and capture the innate characteristics of the part they were reading (Gilbert, 1984). Ideas surrounding best practice haven't changed much, as the Folger Shakespeare Institute still recommends the same best practice technique for teachers to best teach Shakespeare (LoMonico, 1995). Michael LoMonico agrees that there are immense benefits to the performance and read-aloud method, but he insists that in recent years, there have been new ways to best teach Shakespeare: through computers (1995). In the 19 years since LoMonico asserted that computers could be the new path to better instruction of Shakespeare, technology has undergone a whirlwind of change. The most innovational change in technology has been a move to put a device, or a "computer," into the hands of each and every student, thereby giving students access to all that technology has to offer at any time. His underlying rationale in providing students with computer access would be to allow them to stop and look up definitions or terms of confusion at any time. In order to do this, the reading would take place individually. He also discussed how students would have access to translations that would aid in their understanding of the text (LoMonico, 1995).

Roy Flannagan, a professor at Ohio University, shared LoMonico's beliefs about incorporating technology to best teach Shakespeare in his book *Teaching Shakespeare Today: Practical Approaches and Productive Strategies* (1993). He asserts in chapter 18 that there is no denying that education has entered into the electronic age, so why not allow students to do so in all areas of their education (Flannagan, 1993). His claim that the "ubiquitous and speedy computer" of 1993 allowed students to "search good texts of the plays...for anything a reader might need" (Flannagan, 1993, p. 151). In the

twenty-one years since his book was published, the advances in technology cannot be ignored, especially in the benefits available to readers of Shakespeare.

The issue is not only what benefits lay in the untapped resources of technology, but how the resources can benefit students. LoMonico notes, “I have found that this generation of students responds to technology in a way they might not respond to the printed word alone” (1995, p. 58). In the 19 years since he published this article, the generation of students has evolved into even more technology-savvy students. Providing them with resources at their fingertips seems not only ingenious, but necessary.

According to students, there are other problems to address while teaching Shakespeare. Richard French, a professor of English specifically teaching Shakespeare classes, always concluded his semester classes by having students write about their own experience with Shakespeare in high school and how it could have been improved (1968, p. 350). Students identified many different concerns, but some overlapping concerns were these: reading the play without necessary explanation to understand the story, no discussion or class participation due to lack of time, lack of time spent on character analysis, and the selection of Shakespearean plays taught in high school (French, 1968). Students were then asked to give suggestions as to how their high school readings of Shakespeare could have been improved. Their responses included teaching by lecture and discussion, specifically giving discussion an in-depth focus, teaching to specifically trace Shakespeare’s universal themes, focusing on in-depth character analysis of such complex characters, introducing audio-visual aids, and not assigning the entire play to be read aloud by students (French, 1968).

Though these responses are quite dated, many of the suggestions can be adhered to in the twenty-first century classroom. Students asserted that when reading the plays aloud, they focused more on trying to pronounce unclear words and keep their reading of iambic pentameter flowing and steady, rather than truly trying to understand what they were reading. Students often said that they could read an entire passage aloud, and not be able to summarize what they had just read (French, 1968).

In order for students to truly be able to perform lines in difficult plays, a time for rehearsal (even if just reading and trying to comprehend their part) is necessary for understanding (Gilbert, 1984). The limitations arise in finding time for this rehearsal. If students spend time rehearsing to read aloud in class, they are spending valuable time reading the play twice. That time could be spent on higher understanding and analysis of the play, reiterating the common concerns raised by former students.

The flipped classroom method of providing instruction via technology to prepare students for application and discussion of the material seems to be a viable solution to fix the concerns raised in teaching Shakespeare, specifically about delving deeper into the story while still utilizing teacher help while reading aloud. Due to strict state standards, teachers do not have unlimited time to spend on reading one of Shakespeare's plays. Class time must be maximized, and the flipped classroom method seems to lend the means and the time to teach both an understanding and an application of concepts of Shakespeare's plays.

SCOPE OF STUDY AND LIMITATIONS

In order to determine the effectiveness of the flipped classroom in the English classroom while reading difficult literature, I employed the flipped classroom method to one of my two sections of 12th grade English. Unless 12th grade students are enrolled in AP Literature and Composition or are placed in a Special Education English class, all 12th graders take English 12. Shakespeare is required reading in 12th grade, and, not surprisingly, the archaic language and iambic pentameter make Shakespeare's writing more difficult for students to understand.

The data was collected in my English 12 classroom during hours 1 and 7 (the only two sections of English 12). All English 12 students were encouraged to participate in the study, but since I teach in a rural school in a small town in Minnesota, there are only 42 students enrolled in English 12. Thirteen students are enrolled in AP Literature, and two students take English from the English Resource Special Education teacher, making the total numbers of seniors at Barnesville High School 57. Of the 42 seniors encouraged to participate, 30 returned both the youth and parent permission slips.

From start to finish, the *Hamlet* unit took six weeks, from March of 2014 to April of 2014. During this six weeks, Shakespeare's background information was introduced through a Power Point presentation in class via lecture. Prominent literary terms were also reviewed during class before the reading and assessment of the play took place.

The data was gathered throughout this six weeks in the form of daily reading checks (assessing learning from the previous day's readings in the form of formative assessments), study guide packet scores (assessing understanding through study guide questions and passage identification of prominent literary terms in the form of

formative assessments), and test scores (assessing knowledge level after reading each Act of *Hamlet* and at the conclusion of the unit in the form of summative assessments).

METHODOLOGY

Research Design

Action research, utilizing research as a “means to action”, seeks to improve areas of concern (Kumar, 2005, p. 108). The area of concern identified was the instruction methods used to best instruct students in difficult reading material. Action research is a way to test out new approaches to existing problems while assessing the effectiveness of the approach (Kumar, 2005). In this case, the problem is student difficulty and lack of enjoyment while reading difficult works like Shakespeare, specifically *Hamlet*. The approach to study is the flipped classroom. I employed the flipped method to an intervention group while teaching a non-intervention group using the traditional read-aloud method to gather data on the benefits of employing the flipped classroom method in an English classroom to aid in understanding of difficult literature.

Hamlet was taught to both 12th grade classes. The non-intervention group was the first group of seniors and the intervention group was the second group of seniors. The non-intervention group read *Hamlet* using the traditional theatrical reading method by assigning parts to students to read aloud in class. I frequently stopped and checked for understanding verbally as well as posed questions to assess student understanding of the material. The students in the non-intervention group completed an extensive packet identifying answers to study guide questions and identifying passages that illustrate certain motifs and literary terms (specifically simile, metaphor, personification, allusion, imagery, irony) for homework. The intervention group read *Hamlet* as homework (whatever we got through reading during first hour) accompanied by a short podcast of me helping students understand difficult passages in the text. The time in class was

spent working collaboratively on the *Hamlet* packet of questions and quotations. I followed the flipped method's model of walking around the room and working with the students. I thought I would end up checking in on students while canvassing the room, but I found that students were eager to ask me questions and spend more time working with me rather than having me just check their work. I was careful not to simply provide them answers, but to help them as a facilitator to ensure they found the passages themselves.

Data was collected in the form of reading checks (formative quizzes), test scores (summative quizzes/tests), and homework packet scores (formative daily work) to determine if the flipped classroom is beneficial in reading and understanding Shakespeare's works at the high school level.

Both sections were assigned the same assessments (see Table 1). In English 12, per the syllabus, formative assessments (defined as assessments while learning, typically encompassing all daily homework) count towards 20% of the final grade while summative assessments (defined as assessments of learning, typically encompassing all major quizzes, tests, speeches, projects, and essays) count towards 80% of the grade (see Table 2).

Table 1

Research Methods Used to Answer Research Questions

Research Question	Method of Assessment	Method to Gather Data
1) How will flipping the classroom impact student achievement while studying Hamlet, specifically quiz scores (formative) and test scores (summative)?	Quantitative	Record reading check scores and Study Guide scores as formative assessments assessing student understanding and achievement in reading. Combine all reading check scores to determine total reading check points earned, and convert to a percentage of points earned.
1) How will flipping the classroom impact student achievement while reading Hamlet, specifically quiz scores (formative) and test scores (summative)?	Quantitative	Record Act Tests and Final Objective test as summative assessments assessing student achievement of Acts III-IV in the play, and a final assessment encompassing the play in its entirety.
2) How will flipping the classroom impact student enjoyment and satisfaction of reading and studying Hamlet?	Quantitative	Record Likert Scale Data assessed in each class determining enjoyment level of reading the play. Determine class mean, median, and mode of Likert Scale Survey.

Table 2

Values of Assessments

Formative Assessments (20%)	Summative Assessments (80%)
Study Guide Packets	Act Tests
Reading Checks	Final Test, Part 1

The curriculum used and taught in both classes was the same; the instruction method used to teach the curriculum was different. The non-intervention class, in which the traditional theatric read-aloud in class method was employed, utilized class time to read aloud in class while stopping to discuss the readings. The students in this class were assigned the Study Guide Packets as homework. The intervention class, the class in which the flipped classroom method was employed, read the assigned readings and watched podcasts of explanatory notes for homework while utilizing class time to discuss the readings and work collaboratively on the study guide packet. While engaging in work time, I observed that not one student chose to work alone: all students chose to work together, which truly fulfilled the goal of the flipped model.

Both classes took reading checks each day following a reading assignment and took a summative test after each Act was read. Both classes also took the same final test, given in two parts: Objective test on passages and Subjective Essay Test discussing themes.

In order to acclimate students to Shakespeare's language and writing style, I taught both classes using the traditional method for the first two Acts. I felt that students

were not ready to be sent on their own to read and make sense of Shakespeare's language without first watching me model how to read and explicate aloud. After two Acts were completed, students in the intervention group (7th hour) were assigned readings based on how far the non-intervention group (1st hour) read. By aligning reading assignments, I was able to ensure that study guides were collected and reading checks and Act tests were given the same day.

The study guides were used for two different purposes: to help students understand and follow plot and then to delve deeper into the play by having students find passages that helped support specific motifs, themes, and significant literary terms in the reading. The study guides served as the predominant homework assignment throughout the unit for the non-intervention class, while the reading and the podcasts served as the predominant homework assignment throughout the unit for the intervention class. The packets were turned in at the end of Act II, Act IV, and Act V for both classes.

The podcasts were created for the intervention class alone. Since Shakespeare's plays are written in five Acts, with varying numbers of scenes in each Act, the podcasts were created to accompany the assigned reading due for each day. Some podcasts, to lower the number of podcasts students were responsible for watching, discussed two to three scenes, depending on the length of the scene. The literature states that a thirty minute lecture in class should be able to be condensed into an 8-10 minute podcast because the teacher can move at a faster pace without students needing to take notes or ask questions, as students can pause and rewind the

podcast as needed (Springen, 2013). The podcasts I posted were between six minutes and 14 minutes.

Each podcast was created using the Explain Everything application on the iPad. This app allows users to either take photos or upload photos to be used on each slide. I took a photo of each page of our *Hamlet* text, and each page served as a slide in the podcast. For each page, I used the pointing tool (a small red dot that will point out a certain area of the slide) or the writing tool to make notes while I recorded myself talking. I explained difficult passages while pointing to them or writing out words to help students understand the translation. I also pointed out examples of motifs and literary elements required on the homework assignments to help students identify areas in the text that they may want to reference later, as I would have pointed those passages out while reading aloud in the non-intervention group.

To share the podcasts with the students, I exported each podcast as an MP4 file that I shared on Google Drive. This method worked well because each student has a gmail account created to communicate with teachers that is automatically set up in their email folders on their iPads. Students also have an app that takes them directly to their Google Drive. There were never any problems with students accessing the podcasts using Google Drive. The only difficulty was the time it took to export the videos to MP4s from the app, taking up to 30 minutes to export. At this time, the iPad cannot be used as the Explain Everything app must remain open and active.

After we finished reading each Act, in whichever method was employed, the class viewed that Act in two different versions of *Hamlet*. Both classes watched the same version at the same time. To view Acts I-II, students watched the 1996 version

directed by Kenneth Branagh, and to view Acts III-V, students watched the 1990 version directed by Franco Zeffirelli. The film version was used to help students better understand the reading. Both versions employ Shakespeare's language throughout the film, so it is essentially re-reading or hearing what they've read accompanied by visual stimuli. Two different versions are viewed to show students the different visions directors and producers have in turning literature into film. Following the completion of viewing each Act, the Act test was given to students.

At the commencement of the unit, the same final, all-encompassing test was given to students in two parts, the two different parts given to the classes on the same two consecutive days. The first part was an objective test that tested students primarily on quotations used in the play, forcing them to use their knowledge of character to answer the questions. There were also character matching questions and Shakespeare background questions. The second part was a subjective essay test that tested their analysis of the play in which they discussed how two different themes were developed as well as discussed how Hamlet was considered a tragic hero according to Aristotle's definition of tragedy and the tragic hero. Only the scores of the objective test were used to gather data, as the essay test was scored on organization and writing elements as well as knowledge of the text. Those skills were not a part of this study, so those tests will not be analyzed in regard to student understanding.

Participants and Setting

For this study, the entire population of English 12 students enrolled (42 students) were invited to participate. Student participation was voluntary, and following regulations put in place by the IRB, the technology TOSA (teacher on special assignment) read the

script prepared and approved by the IRB to both 12th grade classes inviting the students to participate. She then distributed both the parent permission slips and the youth assent forms for students. Students were given a week to return the forms, though forms were accepted after the due date for students who forgot or weren't able to acquire the required signatures in time.

The students were all between the ages of 17 and 18, so all students were required to complete and turn in both the parent permission slip and the youth assent form. English 12 is a class designed to meet the standards put in place by the Department of Education by employing assignments that will cater to all different post-secondary plans. One quarter is spent on writing, specifically focusing on business and resume writing; one quarter is spent on speech and communication arts; one quarter is spent on classic literature, and one quarter is spent on modern day communication, specifically studying contemporary fiction and film. There are high levels of differentiation when it comes to student ability in English 12. As there is an upper-level class offered at the 12th grade level, the ability level in English 12 is overall lower than that of the AP Literature class.

Not every student chose to be a part of the study, so only those 12th grade students who returned both forms were eligible to participate in the data collection. All students would need to complete the reading, study guide packets, and quizzes and tests as mandatory assignments in class, but data would only be recoded and used for those students who opted to be involved in the study. Out of 42 students, 12 chose not to participate, for various reasons. As the participation was completely voluntary, I did not ask those not willing to participate their reasons. See Table 3 for a detailed report of

students choosing to participate in each class.

Table 3

Sampling Numbers Per Class

	Non-Intervention Class (Hour 1)	Intervention Class (Hour 7)
Total # Enrolled	26	16
Total # Participating	18	12
Percentage of Class Participating	69.2%	75%

Instruments

The instruments used to gather data were the formative and summative assessments used to assess student learning. The reading checks given the following day after reading was completed were very short, in the form of either multiple choice quizzes or short answer quizzes. The reading checks ranged from 3 to 8 points, depending on the length and content read the previous day (either during class or for homework). The Act tests were comprised of short answer questions, mainly referencing passages, asking the student to identify speaker and content. The Act tests ranged from 10 to 20 points. The study guides ranged from 24 to 48 points, assessing student understanding in applying their knowledge of motif, theme, and literary devices to Shakespeare's writing. The final test was comprised of 55 matching and multiple choice questions. Samples of reading checks, Act tests, study guide, and final test are all included in Appendix A.

In order to sample data, all students who chose to participate were recoded using student numbers as opposed to student names. All scores from study guide packets,

reading checks, Act test, and final tests were recoded under the new student numbers.

The data was simply transferred from the grade book to data collection notes to assist in data analysis.

Procedures

Since the study guide packets, reading checks, and Act tests were used as formative and summative assessments as factors of student grades, all students completed these assignments. The transfer of participating student scores to the data collection file was done on paper, transferring grade book scores to data.

Once all data was gathered and recoded, descriptive statistics were used to determine if there was a significant difference in mean scores using the flipped method for reading checks (formative assessments), Act/Final tests (summative assessments), and study guide completion (formative assessments).

Also, at the end of the unit, students in the intervention class were given an anonymous survey using the SMART Response tool for the SMART board. Typically students login to the SMART response system using their Student ID, but for this assessment students joined the SMART Response system anonymously and voluntarily. At the commencement of the unit, the participating students were given the survey (see Appendix B), and were told that participation was still voluntary, even though they turned in permission slips.

All eligible students did complete the survey, as it was given using a Likert scale, and the survey took the students a very short time to complete. Those students who chose not to participate used the short time set aside for the survey to begin working on their vocabulary sentences due the next day. Question #7 on the survey asked for

qualitative feedback (optional), and only two students of the 12 answered that question. Their responses are recorded in the results section.

DATA COLLECTION AND ANALYSIS

Data Collection

The following data was collected from both the intervention group and the non-intervention group: reading check scores (formative), study guide scores (formative), Act test scores (summative), and Final *Hamlet* objective test (summative). All reading check scores (formative assessment) were added up, and the percentage earned for each student was used to use descriptive statistics to compare means. Both study guide scores (Act III/IV study guides were turned in together, with only one score given for both Acts), so Act III/IV study guide and Act V study guide were added together to determine the percentage points earned for the formative assignment. The percentage earned was used to compare means between the non-intervention group and the flipped group. Finally, the Act III test, the Act IV test, and the *Hamlet* final test scores were added together to determine total percentage earned on summative assignments.

Analysis

Because of the small population and sample sizes in this study, descriptive statistics were used to compare mean scores of each assessment.

The most basic of the formative assessment, a simple reading check (see Appendix B for a sample reading check), was given on the day after each reading assignment was either read in class (non-intervention class) or assigned as homework accompanying a podcast (see Appendix C for student reading check scores.)

The mean score of the daily reading checks for the non-intervention group was 89.4%. The mean score of the daily reading checks for the flipped group was a 79.8%.

At an almost 10% increase, the non-intervention group scored much higher on the daily reading checks.

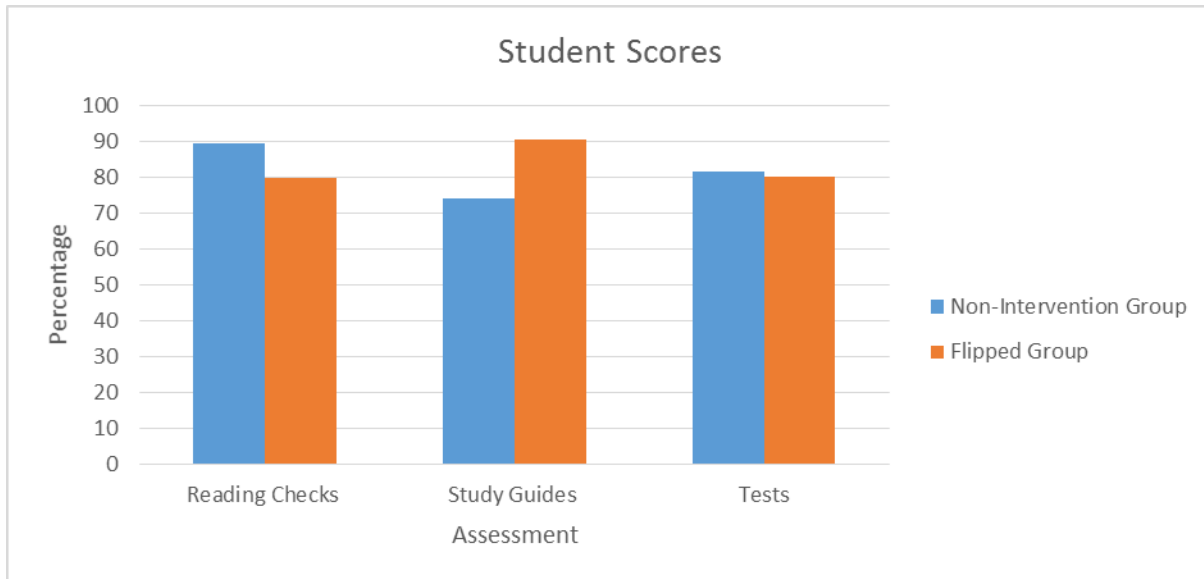


Figure 1. Student assessment scores.

Another formative assessment assigned to students was the study guide. To complete the study guide, students needed to identify passages that represented motifs and themes in the literature. Students also needed to trace different literary elements in passages (to see a sample of the study guide, see the Appendix B). The study guides were assigned completely as homework for the non-intervention group, as no time in class was allotted for students to work on the study guides as the class time was spent reading aloud. The flipped classroom group was given time in class to work on their

study guides collaboratively in class, utilizing both help from peers in the classroom as well as from the teacher.

In both classes, the total points possible in both study guides were 64 points (see Appendix C for student study guide scores). The total points earned by each student was used as data to determine class mean scores to determine if the flipped classroom method is more effective in helping students by completing formative work that will help them to better understand the material that they will encounter on summative assessments.

The mean score of the study guides for the non-intervention group was 74.1%. The mean score of the study guides for the flipped group was 90.5%. At over a 15% increase in mean scores, the flipped group performed much higher on the study guides.

The final assessments given to students were summative assessments testing their knowledge of the play after each Act and at the conclusion of the play. All three test scores (Act III test, Act IV test, and Final test) were added up and then averaged. The Act III test was worth 16 points, the Act IV test was worth 18 points, and the final Hamlet test was worth 55 points, with 89 points total (see Appendix C for student scores). There was no Act V test given as the final objective test was given in its place, and since Acts I-II were read in the same manner in both classes, the data was not collected until Act III when the intervention group began reading in the flipped manner.

The total percentage of test points earned was used to determine the class mean score of the summative assessments. The mean score of the non-intervention group was 81.5%, and the mean score of the flipped group was 80.2%. With a

difference of only 1.3%, the non-intervention group did score higher on average in test scores than the flipped group, though this is not significant.

To address the research question asking if the flipped classroom can improve student achievement (both formative and summative), the answers vary. There were improved study guide scores in the flipped classroom because time was allotted to work collaboratively, but the daily reading check scores of the flipped classroom were lower than the non-intervention group. The summative assessments proved no significant difference between the two methods as there was only a 1.3% difference between classes.

To address the research question asking if students found more enjoyment in their studies utilizing the flipped method, students completed an optional survey comprised of six questions. The mode for question 1, "Did you enjoy watching the podcasts and reading at home as opposed to reading in class?" was 38% at a 3 on a 1-5 Likert scale (see Appendix C for all results.) The class mean for question 1 was a 2.6. The mode for question 2, "Did you feel prepared for the class work after watching the podcasts?" was also a 3, with 30%. However, students reported both 23% 2 and a 5, with less than a quarter of the class reporting that they felt exceptionally prepared. The class mean was a 3.2. The mode for question #3, "Did you enjoy doing your work in class with peer help or teacher help as opposed to working at home?" produced the highest percentage in the survey. 69% of students reported a 5 on the Likert scale. The class mean for question #3 was 4.5, the highest of the survey. The mode for question #4, "Did you feel prepared for tests and quizzes?" was a 4 on the Likert scale, with 38% reporting a 4. The class mean was a 3.4. The mode for #5, "Did you use your work time

wisely?" was a 4 at 46%, with a class mean of 3.6. Finally, 61% of students reported a 3 on the 1-5 Likert Scale for feeling overall enjoyment of the Flipped Classroom Method, with a class mean of 3.2.

There was also room for students to leave comments on the Flipped Classroom Method. Only two students left comments. One student anonymously reported that he or she enjoyed utilizing the flipped method in History class, but did not enjoy it as much in English, as there were more questions to ask in English as opposed to questions about History lessons. Another student reported that watching podcasts each night is very monotonous, as homework is often varied, but with two different podcasts to watch each night, he or she dreaded watching two different videos. I did not receive any comments praising the method in English.

SUMMARY AND CONCLUSIONS

Comparing the means of the daily reading checks suggests that the flipped classroom method may not be a valuable tool in reading and understanding difficult texts without assistance from a teacher. The non-intervention group scored much higher (in the 89% range) than the flipped group (in the 79% range). Though both scores are fine and not a level of concern, it is important that students understand what they are reading. A danger of having students read difficult works without assistance is that they may find that they don't understand the work, so they don't bother to read it at all. Other students may think that instead of reading they should simply substitute the short podcast for reading the assigned work in which they would miss key plot points in the play. When it comes to initial comprehension of a difficult work like Shakespeare, the flipped method proved ineffective in improving student achievement.

For the second formative assessment, the study guide, the mean score of the non-intervention group was much lower than that of the flipped group. The non-intervention group's mean score was a 74.1% while the flipped group's mean score was a 90.5%. The focus of collaboration is predominant in the flipped classroom, and students in the flipped group were given time to collaborate on the study guide to help prepare them for the Act tests and the final test. The collaboration of the flipped group proved fruitful as the mean score was over 15% higher.

The summative assessment means were surprisingly even. There was only a 1.3% difference between the non-intervention mean score of 81.5% and the flipped mean score of 80.2%, proving that both methods do teach the same material, just in different ways and at different times.

To address the enjoyability of the flipped classroom, the student responses did range from a 1 to a 5 on the scale; in looking at where the majority of the answers lay, the flipped classroom method proved to be enjoyable to students when they were able to work in class. However, more students reported not enjoying doing the initial reading and viewing of the podcasts at home. And though a small majority of students reported feeling prepared after watching the podcasts at 38%, 30% reported a 3, while 30% reported a 1 or 2, with a mean score of 2.6. With a mean so low, the concern is that if students dislike or dread watching the podcasts and doing the reading on their own, some may choose not to do the work at all. However, the mode for question 3, addressing the enjoyment of the working collaboratively in class was a 5, with 69% reporting that way. The class mean was a 4.5, so students definitely enjoyed the time to work together. However, collaboration in class is not only limited to the flipped classroom: collaboration and work time can be implemented into any unit or lesson, though allocating class time for this can be a struggle when trying to get through material to meet standards.

A promising response from students was the answers to question #5: "Did you use your class time wisely?" The mode of that answer was a 4, with 46% reporting that way. The class mean was a 3.6, so there definitely were some students who reported not utilizing the collaboration time wisely. Though I did walk around and help students, there is no way to be with every group of students at all times. Students need to take responsibility for using their time wisely. Again, this feedback is relevant to any instruction method that utilizes student work time.

Overall, students neither loved nor hated the flipped method. The mode for question #6, “Overall, did you enjoy the flipped classroom method?” was a 3, with 61% reporting that way, with a class mean of 3.2. There is not any conclusive evidence that proves that the flipped classroom method, overall, is a way to improve student engagement and enjoyment of reading Shakespeare.

The flipped classroom method provides many benefits to students and parents alike. The literature proves that in some contexts the flipped classroom method can help differentiate instruction and make material meaningful to students. However, not every type of lesson may benefit from this method. Reading difficult works aloud, specifically Shakespeare’s works that were meant to be read aloud and acted out, may reap benefits that flipping the reading alone will not do. However, there is support proving that flipping the classroom can be beneficial to encourage students to work together. The podcasts could be used sporadically to introduce supplementary information to the reading, specifically information that may not be worked in to the unit in a traditional teaching method due to time constraints.

IMPLICATIONS

Though the results did not prove the method to be overall detrimental, and many results proved to be overall not significant, the fact that students in the non-intervention class did better on reading checks proves that reading aloud and discussing the reading questions immediately in class is beneficial. However, there was no significant difference in the final objective summative assessment at the conclusion of the unit. This could be because both classes participated in the same review that reviewed characters, quotations, and general plot information. Also, both classes watched the same version of the film after reading each Act, which would help them to make sense of the play if they were confused from the initial reading. This could potentially skew summative test results. Because the flipped method still conveyed the essential information, there is no reason to abandon the idea of flipping difficult reading units like Shakespeare.

Another implication of the study was that the second final assessment, the essay test, assessed student understanding of deeper issues like themes and characterization (specifically Aristotle's Tragic Hero). However, this assessment was not used as part of the study because the assessment was given in essay form, and it assessed students both on the content of their answers as well as the organization and skill of their writing. Because writing components were not a part of this study, this assessment was not used in the data. The written assessment was the summative assessment of the study guide work in which students gathered quotations that supported different themes and motifs.

Though the sample size was small, it did comprise approximately 70% of the seniors taking English 12. All students were invited to participate, but only those who chose to participate by turning in both the youth and the parent permission slip were viable participants. Unfortunately, the students who failed to turn in permission slips were students who often forgot or chose not to complete homework. That may have skewed the average results for the classes. It would be interesting to sample larger classes, but with Barnesville's small enrollment numbers, that was not a possibility.

Another limitation, and one that cannot be avoided in educational studies, is the comparison of ability levels of both groups. The population of each class cannot be pre-determined, so there are always differing ability levels to work with, as the dynamics in each class differ due to many factors.

Regarding the podcasts and the student survey given at the end of the unit, I wish I would have surveyed asking how many students actually watched the podcasts. In the survey, the mean response for feeling prepared after watching the podcast was a 3.2. It is difficult to tell if the podcasts need improvement or clarification or if students didn't utilize them at all. If I were to do this study over again, I would find a way to track which students are watching the podcasts and then compare those scores with the daily reading check scores.

Though I do not plan to flip my Shakespeare lesson again in this exact manner, I would be interested in utilizing the flipped method in a different manner while teaching Shakespeare. The flipped method may still have a place while teaching Shakespeare even if the reading is done aloud in class. Some deeper areas of study, such as characterization, Shakespeare's language, Shakespearean theatre, and modern day

thematic connections, could very well be instructed and introduced using the flipped model by introducing the information as homework via podcasts. I would be very interested in adding additional areas of study to the unit's tight time constraints via the flipped method.

Even though I will reconstruct the flipped plan if I do utilize the method again, I do plan to continue to use the podcasts as a supplement to my own teaching. If students are absent from class and miss the class reading, they will still get my feedback via a podcast that will supplement Shakespeare's text by pointing out particular passages of importance in a way that popular student study guides, i.e. *Sparks Notes: No Fear Shakespeare*, may miss. The podcasts will also be a good review for students who were in class but need more review before assessments.

Though it is true that the advances in technology may have tools to improve study in Shakespeare's readings, there was no substantial evidence that substituting technology and independent reading is more beneficial to students than the traditional read-aloud method. There may very well be technology tools or strategies that will help enhance student understanding of difficult texts, particularly Shakespeare, but the benefits of reading Shakespeare aloud must not be overlooked when trying to find a way to implement the method. Overall, there is no reason to completely abandon technology and its potential to provide additional information and study to students.

SCOPE FOR FURTHER RESEARCH

Though the flipped classroom method did not prove to be substantial in aiding in both student understanding and enjoyment of difficult reading like Shakespeare, it doesn't mean the flipped classroom method doesn't have a place in English/Language Arts classrooms, and with some alterations to the delivery, a place teaching Shakespeare.

After using podcasts to help students read the works, the podcasts or the lecture-worthy information may include different information. Since reading aloud did prove fruitful, the podcasts may still be utilized to add information that may be missed because of time constraints. The different language idiosyncrasies, allusions, character studies, modern applications and adaptations, and other interesting information may very well be beneficially added to the unit using podcasts. I would be interested in applying the method a different way, as it proved to keep learning essentially the same. With any first time teaching a lesson or unit, alterations are typically made to better improve student learning. By tweaking the podcasts, the flipped method may prove to be even more beneficial, especially with the extreme advances in technology.

However, there is no need to completely flip a classroom, as strategic occasional lesson flips may be beneficial to student understanding. After creating podcasts and posting them for student viewing, I realized that introductions to different time periods (similar to History class lectures) may be prudently given via podcast, allowing class time for application of the time-period material in different classroom activities. Grammar lessons may also be very well-received via podcast with class time set aside to apply the information by completing worksheets and participating in writing and editing

practice. Specifically, as grammar is best taught through writing, students would have time to write, and even more importantly, have class time to edit their writing while viewing lectures for homework. Peer editing would be not only appropriate, but accessible in the flipped context.

There is room for further study of the flipped classroom method in the English classroom, and though the original idea is already utilized by assigning reading assignments as homework, such as chapters of *To Kill a Mockingbird* or *The Hunger Games*, by English teachers everywhere, there are still ways to implement the beneficial method of flipping aspects of the English classroom.

REFERENCES

- Bergmann, J. & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. Eugene, Oregon: ISTE.
- Clark, D. (2011, March 17). Flip the classroom - every teacher should do this. Retrieved from <http://donaldclarkplanb.blogspot.com/2011/03/flip-classroom-every-teacher-should-do.html>.
- Davis, J. E., Salomone, R. E., & National Council of Teachers of English, U. L. (1993). *Teaching Shakespeare Today: Practical Approaches and Productive Strategies*.
- Defour, M. (2013). 'Flipped classrooms' spreading in Wisconsin. *Community College Week*, 25(16), 10.
- Flipped classroom offers new learning path. (2011). *Electronic Education Report*, 18(23), 1-3.
- French, R. (1968). Student recommendations for teaching Shakespeare in high school. *The English Journal*, 57(3), 350-355.
- Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Leading with Technology*, 39(8), 12-17.
- Gilbert, M. (1984). Teaching Shakespeare through performance. *Shakespeare Quarterly*, 35(5), 601-608.
- Goodwin, B. & Miller, K. (2013). Evidence on flipped classrooms is still coming in. *Educational Leadership*, 70(6), 78-80.
- Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*, Thousand Oaks, California: Sage.

LoMonico, M. (1995). Using computers to teach Shakespeare. *The English Journal*, 84(6), 58-61.

Sams, A. & Bergmann, J. (2013). Flip your students' learning. *Educational Leadership*, 70(6), 16-20.

Springen, K. (2013). Flipped. *School Library Journal*, 59(4), 23.

APPENDIX A: IRB DOCUMENTS

IRB Document: Parent Permission Slip

PARENT/GUARDIAN PERMISSION TO PARTICIPATE IN RESEARCH

Flipped Classroom: Shakespeare

Research Study

Your child/legal ward is invited to participate in a research study of The Flipped Classroom, using technology to differentiate instruction being conducted by Anna Gross, graduate student at North Dakota State University.

Basis for Participant Selection

Your child/legal ward has been selected because he or she is a student in my English classroom.

Purpose of Study

With the influx of technology, and Barnesville's *Move 21* initiative, much research has been done to ascertain the most beneficial use of handheld devices in the classroom, such as Barnesville's iPads. The Flipped Classroom is a curriculum and instruction model that differentiates for students by allowing students to participate in lectures as homework and utilize valuable class time to apply the learned information in a guided setting, rather than at home. The purpose of this study is to ascertain if the Flipped Classroom Model, which has been proven valuable by users all over the world, is a valuable and beneficial tool in the English/Language Arts classroom regarding difficult texts (specifically Shakespeare for this study).

Explanation of Procedures

Throughout the entire Shakespeare unit, your child will either be taught using the Traditional Method (reading aloud in class with accompanying homework completed at home and turned in the next day) or the Flipped Method (students will read at home--the equivalent of what is read in-class, typically only 2-3 scenes) with an accompanying podcast that will feature the teacher outlining key passages and key concepts in the reading to help aid in understanding with time in class to work on traditional homework assignments with teacher and peer aid.

Each day, an 'Entrance Slip' will be given to every student of each class. Students will answer questions based on the reading--essentially a very short reading quiz given each day (the scores will be recorded in the Daily Assignments category.) At the conclusion of each Act, your child will be given a reading comprehension and analysis test on the Act (these tests are not comprehensive and will cover only the Act currently read.)

The scores will be compiled and compared to determine if there is a difference in scores

in the flipped classroom from the traditional teaching method. All student identifiers (name and school ID number) will be coded and changed for the study. Only a new assignment number will be used to record the scores for the purpose of the study. Individual scores as well as classroom averages will be obtained to ascertain the effectiveness and the benefits of the flipped classroom in contrast to the traditional method.

Potential Risks and Discomforts

There are no potential risks to student, as both methods teach the same concepts, and both methods incorporate the same reading and the same homework. The only potential risk could be that a student feels lost reading Shakespeare (which is a possibility in any method while reading Shakespeare). To ameliorate any confusion with the text, students of either group are welcome to come in during 8th hour or before school for one-on-one help just like they would be able to for any unit of study.

Potential Benefits

The benefits for this study will be rewarding to future classrooms and students, as well as to the students studying Shakespeare now. Should the Flipped Classroom method be proven beneficial and valuable, the study will be shared with the school as well as at the TIES Conference in Minneapolis in December of 2014, sharing how the Flipped Classroom can improve reading comprehension and analysis of Shakespeare.

Alternatives to Participation

All students will participate in the classroom reading and accompanying activities, whether utilizing the Flipped Classroom method (currently taught in both 10th and 12th grade History at BHS) or the Traditional method. However, participation in the study (allowing scores to be used to tabulate data) will be voluntary. Though voluntary, it is important to collect as much data as possible to accurately analyze the effectiveness of the method.

Compensation for Participation *N/A

Assurance of Confidentiality

No names will be used whatsoever in the study. Individual data will be collected, and will be reported with a generic student number (not the student's school ID#). The file of the student's name paired with the generic student number will be locked in the filing cabinet in the teacher's room. Only the teacher will have access to the file, and once the study has been published, the identifying information will be shredded.

As parents, you will have the exact same access to the scores via JMC. All recorded information will be used in the grade book. Once the thesis is published, data and records created by this project (using generic student identifiers) will be owned by the University and the investigator. Please be reminded: even though the University and the investigator have ownership of the study's results, no student identifying information will be included in the data.

Statement of Injury or Special Costs *N/A

Voluntary Participation and Withdrawal From the Study

Your child/legal ward's participation is voluntary and he/she can quit at any time. Your decision whether or not to allow your child/legal ward to participate will not affect you or your child/legal ward's grade or any other benefits to which he or she is otherwise entitled. If you decide to allow your child/legal ward to participate, you are free to withdraw your permission and to discontinue participation at any time.

Offer to Answer Questions

You and your child/legal ward should feel free to ask questions now or at any time during the study. If you or your child/legal ward has questions about this study, you can contact Anna Gross at agross@barnesville.k12.mn.us or 218-354-2228 ext. 321. If you have questions about the rights of human research participants, or wish to report a research-related problem or injury, contact the NDSU IRB Office at (701) 231-8908 or toll free at (1-855-800-6717) or via email at ndsu.irb@ndsu.edu .

Consent Statement

By signing this form, you are stating that you have read and understand this form and the research project, and are freely agreeing to allow your child/legal ward to be a part of this study. If there are things you do not understand about the study, please ask the researchers before you sign the form. You will be given a copy of this form to keep. Both legal guardians must sign.

Parent/Guardian Signature	Printed Name	Date
---------------------------	--------------	------

Parent/Guardian Signature	Printed Name	Date
---------------------------	--------------	------

Relation to Participant	Name of Child/Legal Ward
-------------------------	--------------------------

Researcher obtaining permission: Signature	Printed Name	Date
--	--------------	------

IRB Document: Youth Assent Form:

YOUTH ASSENT FORM (age 13-17 yrs)

In order for minors (anyone younger than 18 years of age) to participate in a research study, parental or guardian permission must be obtained, in addition to assent or agreement of the minor.

The youth assent form must be written at the appropriate age level and contain simplified versions of the same elements present in the standard consent form. The heading for this form is: **Youth Assent Form**; use NDSU letterhead or equivalent, and include a version date and page number in the footer.

Only the minor and the researcher should sign the youth assent form. A parent or legal guardian may be given a copy of the form. The following is an example of a template to be modified accordingly for each project:

NDSU North Dakota State University
Department of Education
FLC 210
Fargo, ND 58108-6050
701-231-7921

YOUTH ASSENT FORM
(Title of research study)

Invitation:

- o You are invited to take part in a research study to determine the effectiveness of the Flipped Classroom while reading difficult texts like Shakespeare.
- o The study is being done by your English teacher, Mrs. Anna Gross in connection with NDSU.

What will the research involve? If you agree to participate, you will: provide reading quiz scores to determine effectiveness of the Flipped Classroom method using a coded identifying system (your name will not be used or released in the study)

What are any risks or benefits for me?

Every study includes minimal risks, and the only minimal risks possible would be some confusion caused by the difficulty of the text, which would be encountered in any reading method. The teacher has taken steps to prevent any confusion, but if confusion

occurs, you are welcome to come in for one-on-one help before school, during 8th hour, or after school.

It may be good for you to take part in this research because future English students may benefit from the classroom study conducted here. You may be able to help others by helping the researchers determine if the Flipped Classroom method using the iPad is a beneficial instructional method to aid in understanding. You can feel good about helping to potentially change the course of education using technology.

Do I have to take part in the research?

- o Your parent(s) or legal guardian(s) have given their permission for you to be in the research, but it is still your choice whether or not to take part.
- o Even if you say yes now, you can change your mind later, and stop participating.
- o Your decision will have no effect (bad or good) on your grade.
- o Even if you choose not to participate in sharing test and quiz score information, as well as survey results, you will still participate in the required reading and accompanying work of Shakespeare to meet MN Language Arts Standard 9.4.7.7 and 11.4.7.7. Failure to complete required work will result in a Zero for the assignment, just like any other assignment.

Who will see my answers and information?

- o We will make every effort to keep your information private; only the teacher will know your answers or see your information before it is recoded using generic identification numbers. Your parents/guardians will still have access to JMC where all scores will be recorded as part of your grade.
- o Your information will be combined with information from other people in the study. When we write about the study, we will write only about this combined information, and no one will be able to know what your information is. If individual scores are mentioned, they will be recoded using generic identifying information (for instance, it would be recoded as 'Student #1, or #2, etc.)
- o If you want to look at the information we collect from you, just let us know, and we will provide it to you; however, you cannot look at information from others in the research. Please remember, you have access to all scores on JMC. Only those scores will be used in the study.

What if I have questions?

- 1) You should ask any questions you have right now, before deciding whether or not to be a part of the research.
- 2) If you or your parent(s) or guardian(s) have questions later, contact us at: Anna Gross (agross@barnesville.k12.mn.us or 218-354-2228 ext. 321) or Anita Welch (anita.welch@ndsu.edu or 701-231-5498)
- 3) Your parent(s) or legal guardian will receive a copy of this form to keep.

IRB Document: Classroom Script:

Oral Script: Shakespeare Flipped Classroom Study

Teacher: "Today I am handing out both a permission slip for your parents and an assent form for you as students to fill out regarding a study I am conducting on The Flipped Classroom through North Dakota State University." (Hand out both papers.)

Teacher: "Did everyone receive TWO DIFFERENT copies?" (Check for assent.)

Teacher: "Please look at the copy titled 'Parent/Guardian Permission Form.' This form will be sent home and signed by your parents. Please return this form by _____ (three days from the date given.)

Teacher: "You may put this form into your folder. Please look over the other form, titled 'Youth Assent Form.' Since you are between the ages of 13-17, you have the capability to decide for yourselves if you would like to be a contributor to this study. The study is outlined on the form, but I'd like to discuss some specifics before you read the form in its entirety. First of all, all of you will participate in the lessons in class as it is a required unit in 12th grade. All work assigned in connection with the reading of *Hamlet* is required NOT for the study, but as formative assessments to aid in your understanding of the text and to help prepare you for the summative assessments at the end of each Act we read. In whichever method you are taught, (Traditional or Flipped), you will be required to complete the assigned work for a grade. The study I'm conducting merely asks for your permission to use your 'Entrance Slip' and 'Summative Act Assessment' scores as data for my study to determine how effective the Flipped Classroom method is in a high school English class when reading Shakespeare. The only way to truly determine effectiveness of a proposed learning theory is to try it out, and without supportive data, it will be hard to determine the effectiveness. Please remember, any identifiers to your identity will be coded so no one will have any connection to your name and your scores. But please remember, your participation in the study is completely voluntary, though the option to not participate in class work will result in zeros for the assigned work. At the conclusion of the unit, I will also ask for feedback using a survey on your enjoyment of the unit. Obviously, this survey will be optional as well."

Teacher: "Are there any questions so far?"

Teacher: "Let me tell you about the Flipped Classroom Method. Since you are (Hour 1/7), you will be taught (1: Traditional method / 7 Flipped Method). Using the Traditional Method, as a class, we will read the play aloud, assigning parts to students in the class. Each night for homework, students will complete the accompanying homework and will bring to class to be assessed the next day. Using the Flipped Method, students will read the assigned portions and home, and will be offered a Pod Cast that will help to explain specific passages in the reading. In the Pod Cast, I will highlight certain passages while

discussing the importance of the reading. Since the reading will take place as homework, class time will be spent fine-tuning the reading comprehension skills by working on various assignments in class either in a small group or individually with teacher help when needed. Basically, the work assigned during the day and for homework will be flipped from one group to the next.”

Teacher: “If you have any questions, please ask them now. If not, please take both forms home to share with your parents and return by _____ (three days from the date given). Please contact me with any questions via email (you all have my email address saved) or via phone.

APPENDIX B: SAMPLE INSTRUMENTS

Sample Reading Check: Act IV, Sc. v-vii Reading Check

Name _____

- 1) Explain the King's proposal to Laertes. (2 pts.)

- 2) What does Hamlet tell Horatio in the letter the sailor delivers? (2 pts: be specific!)

- 3) Explain the plan the King and Laertes come up with to kill Hamlet. (2 pts.)

- 4) Explain how Ophelia dies.

Sample Study Guide: Act III/IV Study Guide

Act III Plot Questions:

Scene 1:

1. What message do Rosencrantz and Guildenstern carry to the King? What is the King's response?
2. Why does the King ask Queen Gertrude to leave for awhile?
3. Explain the insight we gain into Hamlet as he recites his famous "To be or not to be" soliloquy.
4. Describe Hamlet's tone when he speaks to Ophelia. What is he saying to her?
5. What do the King and Polonius decide about Hamlet's condition after eavesdropping on Hamlet and Ophelia?

Scene 2:

6. Why does Hamlet give instructions to the players?
7. Briefly summarize what happens during the Dumb Show.
8. What does Hamlet say the name of the play is in line 261? He claims that the name is a figure of speech. Explain the figurative meaning of the title.
9. What was the King's reaction to the play, and what did Hamlet and Horatio decide his reaction meant?

10. What message does Rosencrantz deliver from the Queen?

Scene 3:

11. The King has Rosencrantz and Guildenstern prepare to do what? Why?

12. What will Polonius do while Gertrude and Hamlet talk?

13. Why doesn't Hamlet kill the King when the King is kneeling?

Scene 4:

14. Explain what both Hamlet and Gertrude mean in lines 12-13.

15. How does Polonius die?

16. How is line 109 a reference to something earlier in Act III?

17. What does the Ghost say to Hamlet?

18. How does Hamlet's mother respond to the Ghost?

19. How does Hamlet respond to Polonius's murder?

20. What would Hamlet have his mother do?

Act III Motifs:

Motif	Act/Scene/Line	Passage
Madness		
Madness		
Madness		
Ear/Hearing		
Ear/Hearing		
Ear/Hearing		

Act III Figures of Speech:

Find and identify any five figures of speech in Act III. You may want to focus on metaphor, simile, or allusion, as all are frequently used throughout.

Figure of Speech	Act/Scene/Line(s)	Passage

Act IV Plot Questions:

Scene 1:

1. When the Queen reports Polonius's death to Claudius, what does she report?
2. What is ironic about Claudius ending Scene 1 with the words "My soul is full of discord and dismay?"

Scene 2:

3. What does Hamlet think of Rosencrantz and Guildenstern?

4. Explain Hamlet's soliloquy of the sponge.

Scene 3:

5. Why must the King "not put the strong law on" Hamlet?
6. When the King asks Hamlet where Polonius is, what is Hamlet's answer?
7. What is the content of the letters the King sends with R & G to England w/

Hamlet?

Scene 4:

8. Hamlet encounters Fortinbras's captain on his way to the castle. What does the captain tell Hamlet about the land that Norway is on its way to seize?
9. What prompts Hamlet to say, "My thoughts be bloody or be nothing worth!"?

Scene 5:

10. What has happened to Ophelia?
11. Why does Laertes force his way in? What does he want?
12. What is the King's proposal to Laertes?

Scene 6:

13. What is the content of Hamlet's letter to Horatio?

14. Where does Horatio plan to go?

Scene 7:

15. What plan do the King and Laertes discuss to kill Hamlet?

16. What news does the Queen bring Laertes?

Act IV Motifs:

Motif	Act/Scene/Line	Passage
Ears/Hearing		
Ears/Hearing		
Death/Decay		
Corruption		
Revenge		
Revenge		

Act IV Theme Development:

What new developments have arisen relating to the theme appearance vs. reality?

What discrepancies do we find where appearance doesn't quite match up with reality?

What examples of revenge have been portrayed relating to the theme of revenge?

Where have we seen examples of people acting and appearing insane?

Sample Act Test: Act III Test

Hamlet Act III Test

Name _____

1-3. “¹**To be or not to be**, that is the question:
Whether ‘tis nobler in the mind to ²**suffer**
The slings and arrows of outrageous fortune,
Or to ³**take arms against a sea of troubles**
And by opposing end them.”

Explain the dilemma Hamlet discusses in his soliloquy by explicating (translating) the following lines:

1.

2.

3.

4-6. Hamlet says, “**How now, a rat? Dead for a ducat, dead.**”

Who is the “rat?”

What has the “rat” been doing?

What has happened to the “rat?” (Be specific! Give details!)

7-8. What is the real name and Hamlet’s nickname for the play-within-a-play that the King and Queen come to watch the players perform?

9-10. **“My words fly up, my thoughts remain below.
Words without thoughts never to heaven go.”**

Who is the speaker?

What is the speaker talking about?

11-12. Queen: **“Oh Hamlet, speak no more.
Thou turn’st my eyes into my very soul,
And there I see such black and grained spots
As will not leave their tinct.”**

Hamlet: **“Nay, but to live
In the rank sweat of an enseamed bed,
Stewed in corruption, honeying and making love
Over the nasty sty!”**

What is the Queen saying? (Explicate her passage.)

What is Hamlet saying? (Explicate his passage.)

13-15. **“There’s letters sealed, and my two schoolfellows,
Whom I will trust as I will adders fanged
They bear the mandate, they must sweet my way
And marshal me to knavery.”**

Where is Hamlet headed? And with whom?

How does he feel about these people?

16. What was the purpose of the Ghost’s visitation in Act III?

Sample Final Test: *Hamlet* Objective Test

English 12: Hamlet Final Test

Name _____

Character Matching

- | | |
|--|-------------------------------|
| _____ 1. Chief Advisor to the King | a. Claudius |
| _____ 2. Is disliked by Hamlet; brought news of the King's wager | b. Gertrude |
| _____ 3. Ophelia's brother | c. Polonius |
| _____ 4. Came to Elsinore to help the King find out Hamlet's trouble | d. Horatio |
| _____ 5. Polonius sends him to France to report on his son's conduct | e. Laertes |
| _____ 6. Hamlet's mother | f. Ophelia |
| _____ 7. Hamlet's uncle | g. Osric |
| _____ 8. Daughter of Polonius | h. Fortinbras |
| _____ 9. Student and loyal friend of Hamlet | i. Reynaldo |
| _____ 10. Prince of Norway, has lost his father | j. Rosencrantz & Guildenstern |

Quotations: Match the quotation to the correct speaker

- _____ 11. "What, frightened with false fire?" (III.ii.292)
- _____ 12. "The King, the King's to blame." (V.ii.351)
- _____ 13. "[F]railty, thy name is woman!" (I.ii.150)
- _____ 14. "A little more than kin and less than kind." (I.ii.67)
- _____ 15. "Revenge his foul and most unnatural murder." (I.v.31)
- _____ 16. "But we both obey, / And here give up ourselves in the full bent / To lay our service freely at your feet, / To be commanded." (II.ii.31-34)
- _____ 17. "I am but mad north-north-west. / When the wind is southerly, I know a hawk from a handsaw." (II.ii.402-403)
- _____ 18. "Taint not thy mind, nor let thy soul contrive / Against thy mother aught. Leave her to Heaven / And to those thorns that in her bosom lodge / To prick and sting her." (I.v.92-95).
- _____ 19. "As it hath to do, that I have found / The very cause of Hamlet's lunacy." (II.ii.51-52)
- _____ 20. "My words fly up, my thoughts remain below. / Words without thoughts never to Heaven go." (III.iii.102-103)

- _____ 21. "These words like daggers enter in my ears. / No more, sweet Hamlet."
(III.iv.108-109)
- _____ 22. "I'll lug the guts into the neighbor room." (III.iv.235)
- _____ 23. "Oh from this time forth, / My thoughts be bloody or be nothing worth."
(IV.iv.68-69)
- _____ 24. "I am justly killed with mine own treachery." (V.ii.337)
- _____ 25. "Let four captains / Bear Hamlet like a soldier to the stage, / For he was
likely, had he been put on, / To have proved most royal; and for his passage, / The
soldier's music and the rite of war / Speak loudly for him." (V.ii.441-446)
- _____ 26. "To be or not to be—that is the question:" (III.i.64)
- _____ 27. "Be you and I behind an arras then. / Mark the encounter." (II.ii.177-178)
- _____ 28. "The play's the thing / Wherein I'll catch the conscience of the King."
(II.ii.633-634)
- _____ 29. "Something is rotten in the state of Denmark." (I.iv.89)
- _____ 30. "My lord, as I was sewing in my closet, / Lord Hamlet, with his doublet all
unbraced, / No hat upon his head, his stockings fouled, / Ungartered, and down-gyved
to his ankle, / Pale as his shirt, his knees knocking each other, / And with a look so
piteous in purport / As if he had been loosed out of hell / To speak of horrors—he
comes before me." (II.i.88-94)
- _____ 31. "It shall be so. / Madness in great ones must not unwatched go." (III.i.202-
203)
- _____ 32. "I will speak daggers to her, but use none. / My tongue and soul in this be
hypocrites:" (III.ii.429-430)
- _____ 33. "Did these bones cost no more the breeding but to play loggets with them?
Mine ache to think on 't." (V.i.93-95)
- _____ 34. "The drink, the drink! I am poisoned." (V.ii.341)
- _____ 35. "You could, for a / need, study a speech of some dozen or sixteen / lines,
which I would set down and insert in 't, / could you not?" (II.ii.566-569)

_____ 36. “You are the most immediate to the throne, / And with no less nobility of love / Than which dearest father bears his son / Do I impart toward you.” (I.ii.113-116)

_____ 37. “The lady doth protest too much, methinks.” (III.ii.254)

_____ 38. “It is not madness / That I have uttered. Bring me to the test, / And I the matter will reword, which madness / Would gambol from.” (III.iv.162-165)

_____ 39. “I had hoped thou shouldst have been my Hamlet’s wife; / I thought thy bride-bed to have decked, sweet maid, / And not have strewed thy grave.” (V.i.256-257)

- | | | | | |
|-----------------|-------------|--------------|-------------|---------------|
| a. Claudius | b. Gertrude | c. Hamlet | d. Laertes | e. Fortinbras |
| f. Guildenstern | g. Ophelia | h. The Ghost | i. Polonius | j. Marcellus |

~~~~~  
**Quotations:**

\_\_\_\_\_ 41. Who is this passage ABOUT? “But if, indeed, you find **him** not / within this month, you shall nose **him** as you go up / the stairs into the lobby.” (IV.iii.39-

- a. Hamlet    b. Polonius    c. Laertes    d. Player King

\_\_\_\_\_ 42. Who is this passage SPOKEN TO? “Get thee to a nunnery.” (III.i.131)

- a. Gertrude    b. Ophelia    c. Player Queen    d. Player King

\_\_\_\_\_ 43. Who is the speaker? “This above all: to thine own self be true” (I.iii.84)

- a. Gertrude    b. Laertes    c. Hamlet    d. Polonius

\_\_\_\_\_ 44. Who is being spoken to? “This above all: to thine own self be true” (I.iii.84)

- a. Ophelia    b. Laertes    c. Hamlet    d. Horatio

\_\_\_\_\_ 45. Who is the speaker? “I know the good King and Queen have sent for you.” (II.ii.304)

- a. Ophelia    b. Laertes    c. Hamlet    d. Horatio

\_\_\_\_\_ 46. Who is being spoken to? “I know the good King and Queen have sent for you.” (II.ii.304)

- a. R & G      b. Horatio      c. Ophelia      d. Osric

**Figurative Language:** Identify the figure of speech represented in the quotation.

\_\_\_\_\_ 47. "How is it that clouds still hang on you?" (I.ii.68)

\_\_\_\_\_ 48. "Not so, my Lord; I am too much in the sun." (I.ii.69)

\_\_\_\_\_ 49. "Old grandsire Priam seeks." (II.ii.489)

\_\_\_\_\_ 50. "My words fly up, my thoughts remain below." (III.v.101)

\_\_\_\_\_ 51. "Here is your husband, like a mildewed ear" (III.iv.74)

- |           |             |        |             |                    |
|-----------|-------------|--------|-------------|--------------------|
| a. Simile | b. Metaphor | c. Pun | d. Allusion | e. Personification |
|-----------|-------------|--------|-------------|--------------------|

**Shakespeare/Hamlet Background:**

\_\_\_\_\_ 52. Shakespeare was born and died on April 23<sup>rd</sup> of which years?

- a. 1500/1560      b. 1564/1660      c. 1564/1616      d. 1616/1664

\_\_\_\_\_ 53. How many sonnets did Shakespeare write?

- a. 10      b. 54      c. 100      d. 154

\_\_\_\_\_ 54. How many plays did Shakespeare write?

- a. 38      b. 154      c. 200      d. 500

\_\_\_\_\_ 55. Shakespeare wrote during which period?

- a. Romantic      b. Victorian      c. Contemporary      d. Renaissance

\_\_\_\_\_ 56. Hamlet is based off of which legend?

- a. Lion King      b. Vulcan      c. Pyrrhus      d. Amleth

## **Sample Student Survey on Flipped Classroom:**

### **ENGLISH 12: FLIPPED CLASSROOM SURVEY (USING THE SMART RESPONSE SYSTEM)**

On a scale of 1-5, 1 being absolutely not and 5 being without a question, yes! please answer the follow questions. For each question, answer by inputting your response into the remote.

1. Did you enjoy watching the podcasts and reading at home as opposed to reading in class?
2. Did you feel prepared for the class work after watching the podcasts?
3. Did you enjoy doing your work in class with peer help or teacher help as opposed to working at home?
4. Did you feel prepared for tests and quizzes?
5. Did you use your work time wisely?
6. Overall, did you enjoy the flipped classroom method?
7. Please provide any comments you have on the Flipped Classroom Method

## APPENDIX C: RAW DATA

Table C1

*Reading Check scores for Hour 1 (Non-intervention group)*

| Student # | Act III<br>PP: 7 | Act IV<br>PP: 12 | Act V<br>PP: 12 | Total<br>PP: 31 | % Correct<br>PP: 100 |
|-----------|------------------|------------------|-----------------|-----------------|----------------------|
| 1         | 7                | 12               | 12              | 31              | 100                  |
| 2         | 6                | 9                | 12              | 27              | 87.1                 |
| 3         | 7                | 10               | 11.5            | 28.5            | 91.9                 |
| 4         | 7                | 8                | 12              | 27              | 87.1                 |
| 5         | 7                | 11               | 12              | 30              | 96.8                 |
| 6         | 6                | 10.5             | 11              | 27.5            | 88.7                 |
| 7         | 7                | 11               | 11.5            | 29.5            | 95.2                 |
| 8         | 7                | 12               | 12              | 31              | 100                  |
| 9         | 7                | 12               | 12              | 31              | 100                  |
| 10        | 6                | 10               | 11              | 27              | 87.1                 |
| 11        | 7                | 10               | 12              | 29              | 93.5                 |
| 12        | 7                | 11               | 8               | 26              | 83.9                 |
| 13        | 7                | 12               | 12              | 31              | 100                  |
| 14        | 7                | 10               | 9.5             | 26.5            | 85.5                 |
| 15        | 7                | 11               | 12              | 30              | 96.8                 |
| 16        | 5                | 7                | 11.5            | 23.5            | 75.8                 |
| 17        | 4                | 6                | 12              | 17              | 54.8                 |
| 18        | 5                | 10               | 11.5            | 26.5            | 85.5                 |

\*PP = points possible.

Table C2

*Reading Check scores for Hour 7 (Intervention group)*

| Student # | Act III<br>PP: 7 | Act IV<br>PP: 12 | Act V<br>PP: 12 | Total<br>PP: 31 | % Correct<br>PP: 100 |
|-----------|------------------|------------------|-----------------|-----------------|----------------------|
| 19        | 5                | 10               | 11              | 26              | 83.9                 |
| 20        | 6                | 9                | 9.5             | 24.5            | 79.0                 |
| 21        | 6                | 10               | 11.5            | 27.5            | 88.7                 |
| 22        | 3                | 7                | 11.5            | 21.5            | 69.4                 |
| 23        | 7                | 8                | 12              | 27              | 87.1                 |
| 24        | 5                | 10               | 6.5             | 21.5            | 69.4                 |
| 25        | 7                | 9                | 8               | 24              | 77.4                 |
| 26        | 7                | 12               | 12              | 31              | 100                  |
| 27        | 6                | 5                | 12              | 23              | 74.2                 |
| 28        | 7                | 11               | 12              | 30              | 96.8                 |
| 29        | 3                | 8                | 11              | 22              | 70.1                 |
| 30        | 6                | 10               | 3               | 19              | 61.3                 |

\*PP = points possible.



Table C3

*Study Guide scores for Hour 1 (Non-intervention group)*

| Student # | SG Acts III/IV<br>PP: 40 | SG Act V<br>PP: 24 | Total<br>PP: 64 | % Correct<br>PP: 100 |
|-----------|--------------------------|--------------------|-----------------|----------------------|
| 1         | 38                       | 24                 | 62              | 96.9                 |
| 2         | 29                       | 8                  | 37              | 58.7                 |
| 3         | 38                       | 23                 | 61              | 95.3                 |
| 4         | 32                       | 18                 | 50              | 78.1                 |
| 5         | 37                       | 22                 | 59              | 92.2                 |
| 6         | 38                       | 24                 | 62              | 96.9                 |
| 7         | 32                       | 8                  | 40              | 62.5                 |
| 8         | 39                       | 24                 | 63              | 98.4                 |
| 9         | 0                        | 0                  | 0               | 0                    |
| 10        | 30                       | 22                 | 52              | 81.3                 |
| 11        | 40                       | 24                 | 64              | 100                  |
| 12        | 39                       | 24                 | 63              | 98.4                 |
| 13        | 35                       | 24                 | 59              | 92.2                 |
| 14        | 20                       | 22                 | 42              | 65.6                 |
| 15        | 39                       | 24                 | 63              | 98.4                 |
| 16        | 4                        | 15                 | 19              | 29.7                 |
| 17        | 31                       | 21                 | 52              | 81.3                 |
| 18        | 5                        | 0                  | 5               | 7.8                  |

\*PP = points possible.

Table C4

*Study Guide scores for Hour 7 (Intervention group)*

| Student # | SG Acts III/IV<br>PP: 40 | SG Act V<br>PP: 24 | Total<br>PP: 64 | % Correct<br>PP: 100 |
|-----------|--------------------------|--------------------|-----------------|----------------------|
| 19        | 40                       | 20                 | 60              | 93.8                 |
| 20        | 40                       | 23                 | 63              | 98.4                 |
| 21        | 40                       | 23                 | 63              | 98.4                 |
| 22        | 12                       | 18                 | 30              | 46.9                 |
| 23        | 35                       | 24                 | 59              | 92.2                 |
| 24        | 38                       | 23                 | 61              | 95.3                 |
| 25        | 28                       | 22                 | 50              | 78.1                 |
| 26        | 39                       | 24                 | 63              | 98.4                 |
| 27        | 38                       | 24                 | 62              | 96.9                 |
| 28        | 39                       | 24                 | 63              | 98.4                 |
| 29        | 38                       | 24                 | 62              | 96.9                 |
| 30        | 40                       | 19                 | 59              | 92.2                 |

\*PP = points possible.

Table C5

*Summative test scores for Hour 1 (Non-intervention group)*

| Student # | Act III<br>PP: 16 | Act IV<br>PP: 18 | Final Test<br>PP: 55 | Total<br>89 | % Correct<br>100 |
|-----------|-------------------|------------------|----------------------|-------------|------------------|
| 1         | 11                | 13               | 43                   | 67          | 75.3             |
| 2         | 12                | 15               | 45                   | 72          | 80.9             |
| 3         | 14                | 14               | 52                   | 80          | 89.9             |
| 4         | 10                | 11               | 42                   | 63          | 70.1             |
| 5         | 15                | 15               | 54                   | 84          | 94.4             |
| 6         | 13.5              | 15.5             | 52                   | 81          | 89               |
| 7         | 9.5               | 13               | 45                   | 67.5        | 75.8             |
| 8         | 15                | 16               | 45                   | 76          | 85.4             |
| 9         | 12                | 16               | 43                   | 71          | 79.8             |
| 10        | 10                | 11               | 30                   | 51          | 57.3             |
| 11        | 11.5              | 16               | 55                   | 82.5        | 92.7             |
| 12        | 16                | 16               | 53                   | 85          | 95.5             |
| 13        | 12                | 17               | 52                   | 81          | 89               |
| 14        | 13                | 14               | 44                   | 71          | 79.8             |
| 15        | 15                | 18               | 55                   | 88          | 98.9             |
| 16        | 11                | 9                | 30                   | 50          | 56.2             |
| 17        | 9.5               | 9                | 38                   | 56.5        | 63.5             |
| 18        | 16                | 16               | 51                   | 83          | 93.3             |

\*PP = points possible.

Table C6

*Summative test scores for Hour 7 (Intervention group)*

| Student # | Act III<br>PP: 16 | Act IV<br>PP: 18 | Final Test<br>PP: 55 | Total<br>89 | % Correct<br>100 |
|-----------|-------------------|------------------|----------------------|-------------|------------------|
| 19        | 12.5              | 8                | 38                   | 58.5        | 65.7             |
| 20        | 8.5               | 7                | 50                   | 65.5        | 73.6             |
| 21        | 16                | 17               | 55                   | 88          | 98.9             |
| 22        | 11                | 15               | 48                   | 74          | 83.1             |
| 23        | 14.5              | 7.5              | 45                   | 67          | 75.3             |
| 24        | 9                 | 10.5             | 35                   | 54.5        | 61.2             |
| 25        | 11                | 11               | 50                   | 72          | 80.9             |
| 26        | 15.5              | 17               | 55                   | 87.5        | 98.3             |
| 27        | 15                | 14               | 50                   | 79          | 88.8             |
| 28        | 16                | 16.5             | 47                   | 79.5        | 89.3             |
| 29        | 15.5              | 16               | 41                   | 72.5        | 81.5             |
| 30        | 10.5              | 12.5             | 36                   | 59          | 66.3             |

\*PP = points possible.

Table C7

*Flipped group student survey--Likert scale data*

---

| Question # | Score 1 | Score 2 | Score 3 | Score 4 | Score 5 |
|------------|---------|---------|---------|---------|---------|
| 1          | 23      | 23      | 38      | -       | 15      |
| 2          | 7       | 23      | 30      | 15      | 23      |
| 3          | -       | 7       | 7       | 15      | 69      |
| 4          | 7       | 15      | 23      | 38      | 15      |
| 5          | 15      | -       | 15      | 46      | 23      |
| 6          | 15      | 7       | 61      | -       | 15      |

---

\*All data is represented in percentages.