# Achieving Equity and Success
## in the digitally flipped classroom

## Alternatives for Students without a Digital Device

While flipping the classroom might sound great in theory, there are logistical obstacles to overcome in order for your entire class to have equal access to the online resources. The most obvious, yet most difficult, obstacle to address is what to do with students who don't have ready access to a computing device, let alone a device with Internet access. In an effort to make it easier for students to access digital content, specifically after school hours, below are a few suggestions for students that don't have readily available access.

### 1. Keep a Computer Lab Open After Hours
See if there is a computer lab that can remain open after school dismisses for the day. Perhaps start a rotation where a different teacher stays after an hour or two each day of the week.

### 2. Find Family or Friends with Access
Suggest for students to find a family member and/or friend who has a computer/Internet access they could use to complete school work.

### 3. Locate Libraries or Other Public Places
Sometimes, students may not know where to go to find digital resources. Compile a list of local libraries or other public places that offer free computer use and/or access to the Internet.

## Different Flavors to Choose From

When we step into an ice cream shop, we start thinking of all the different flavors of ice cream there are to choose from. After all, not everyone likes the same flavor of ice cream — we all have our own taste we prefer. This same ice cream concept can be applied to the students in your classrooms. They all have different tastes (or, in this case, different learning styles). However, unlike in the ice cream shop, students don't have a choice in what flavor they consume. But how do you offer different "flavors" of learning to your students? This is something we tried out in our flipped classroom test. For the first round of testing, students were given an online video to view the night before class. In the second round, students were given three choices: view an online video, participate in an online activity/discussion, or simply read the textbook. Students took advantage of these options, and 89% reported that they liked being able to choose how they learned the material. Likewise, 96% felt that they fully or mostly understood the concepts being presented after "consuming their flavor of ice cream".