



FLIPPED CLASSROOM

Introduction

The twenty first century is marked by great revolutions. This era also refers to the Digital Era. It has imposed us the computer and internet which have shortened the distances and democratized the access to knowledge and information.

As a matter of fact, in the last decade, professionals of education have been exploring new methods adapted to the digital world. Thus online-learning has become a new trend in education. Some would say the future of education. In Senegal, the outbreak of COVID-19 has revealed the necessity to adopt online learning.

In this perspective, English teachers are interested in new teaching methods such as Flipped Learning in order to make their teachings more efficient and learners more performant.

What is Flipped Classroom?

Flipped Classroom is a teaching method originated from Colorado U.S. Its precursors are two chemistry teachers Jonathan Bergmann and Aaron James.

Flipped Learning refers to courses in which inperson class meetings focus on problem-solving, while readings and lecture occur outside the classroom.

Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is done traditionally as homework is now completed in class. (Bergmann & Sams 2012)

HOW IT CAME TO BE

Many factors influenced the creation and adoption of the flipped classroom model. However, two specific innovators played a key role.

ITS INFANCY



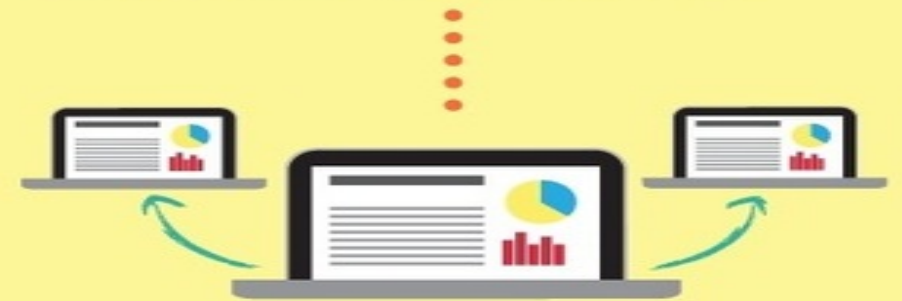
2007: Teachers Jonathan Bergman and Aaron Sams at Woodland Park High School in Woodland Park, CO, discovered software to record PowerPoint presentations



They recorded and posted their live lectures online for students who missed class.



Bergman and Sams were asked to speak to teachers around the country about their methods.



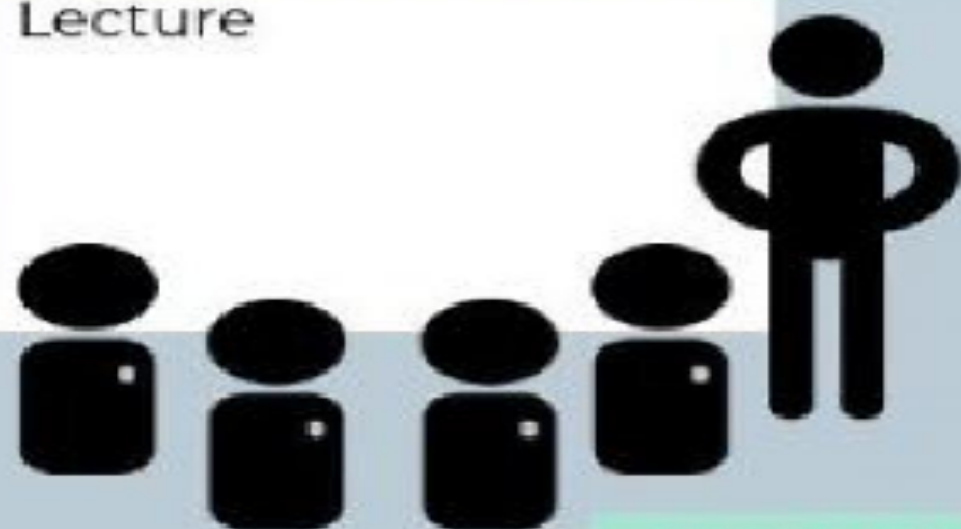
The online lectures started spreading.



Teachers began using online videos and video podcasts to teach students outside class, reserving class time for collaborative work and concept mastery exercises.

TRADITIONAL

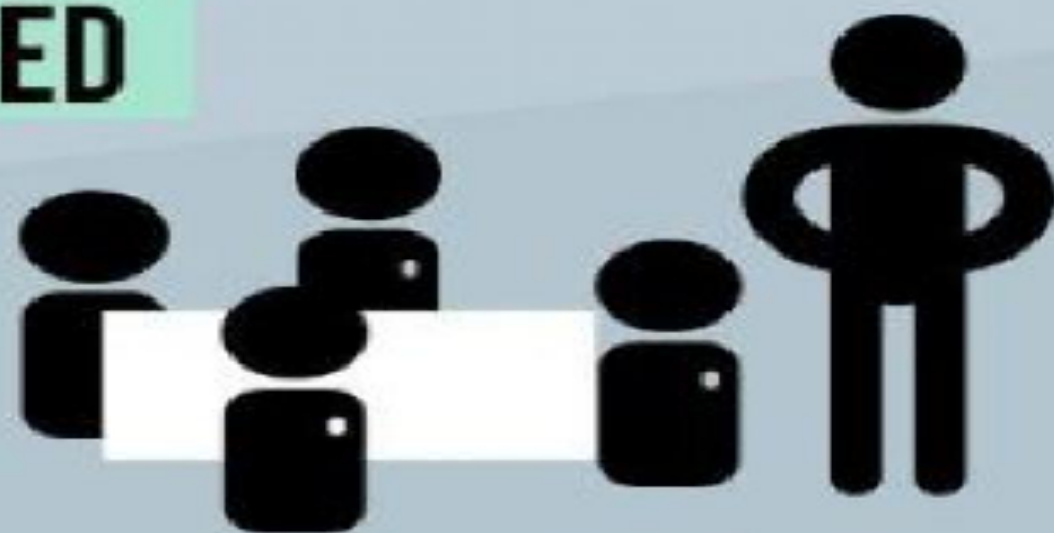
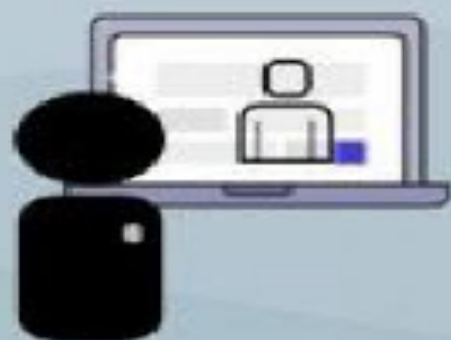
Lecture



Homework Activities

FLIPPED

Lecture



Classroom Activities

Flipped VS Traditional

Flipped

Teacher instructs lesson at home
(video / podcast / book/ website)

Students work in class.

- Deeper understanding of concepts, applications, and connections to content are made.
- Students receive support as needed.

Traditional

Teacher instructs

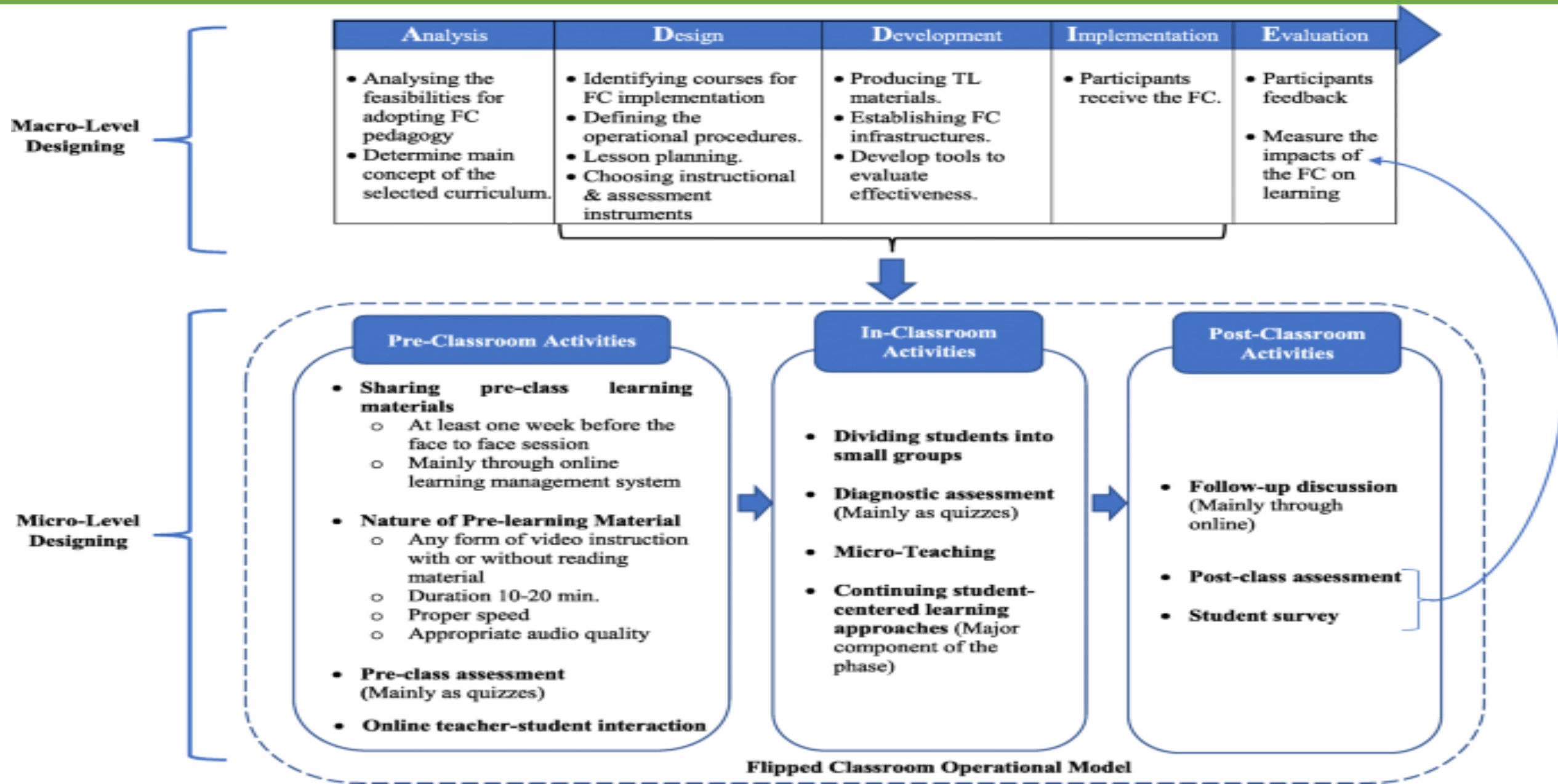
Students take notes

Students follow guided instruction

Teacher gives assessment

Students have homework

Implementing a Flipped Classroom



Pre-class <i>Understand and Remember</i>	In – Class <i>Apply and Analyse</i>		Post-Class <i>Creating, Evaluating, Reflecting</i>
Identify Key Concepts	Apply Key Concepts	Analyse Key Concepts	Assessing higher order synthesis of Key Concepts
Purpose: - Define key concepts - Identify relevance of topic - Shift the workload from in class to pre class - Embed Interactivity/checkpoints for student feedback - Review and analyse student responses to checkpoints	Purpose: - Clarify pre-class responses - Address any salient areas where pre-class activity was not clear - Provide teacher and peer feedback to the pre-class responses - Work through Instructor guided examples on 'real world' applications - Highlight relevance	Purpose: Students - Workshop authentic tasks in a real world or simulated context. - Actively learn in a safe space - Provide and receive peer to peer and student to teacher feedback - prepare students for assessment - Explicitly identify relevance to authentic applications	Purpose: Students - apply key concepts to new situations within broader and more complex contexts - Receive feedback on performance from peers and teacher - Provide opportunity for students to reflect on further learning needs and devise improvement strategies
Examples of activities to embed interactive checkpoints in: - Short Reading - Narrated PowerPoint - Short lecture recording 7-10 min Audio/Video - Articulate/Adobe Presenter (Interactive Learning Module) - Discussion Board/Chat room	Examples: - Case study/real life worked exemplars - Team Based Learning (Assurance Testing) - In class voting e.g., Plickers - Simulation activities with instructor providing debrief	Examples: Real-world examples including: - Case studies - Student demonstration/ presentations - Tutorials - In class debate - Simulation with student leading the debrief	Examples: - Tutorial - Assignment - Field work - Clinical Placements - Report Writing - Project work and research - Written and/or oral exams

TRADITIONAL LECTURES

High levels of
teacher-direction

Students' capacity to learn independently

Students' progress through their degree

FLIPPED CLASSROOM

High levels of
student autonomy

- Students acquire knowledge in-class through direct instruction (didactic lectures)
- Class time is content-driven, with an emphasis on lower-order thinking skills (remembering, understanding) – question and answer, and practice exercises
- Knowledge is applied outside class through analysis and problem-solving exercises

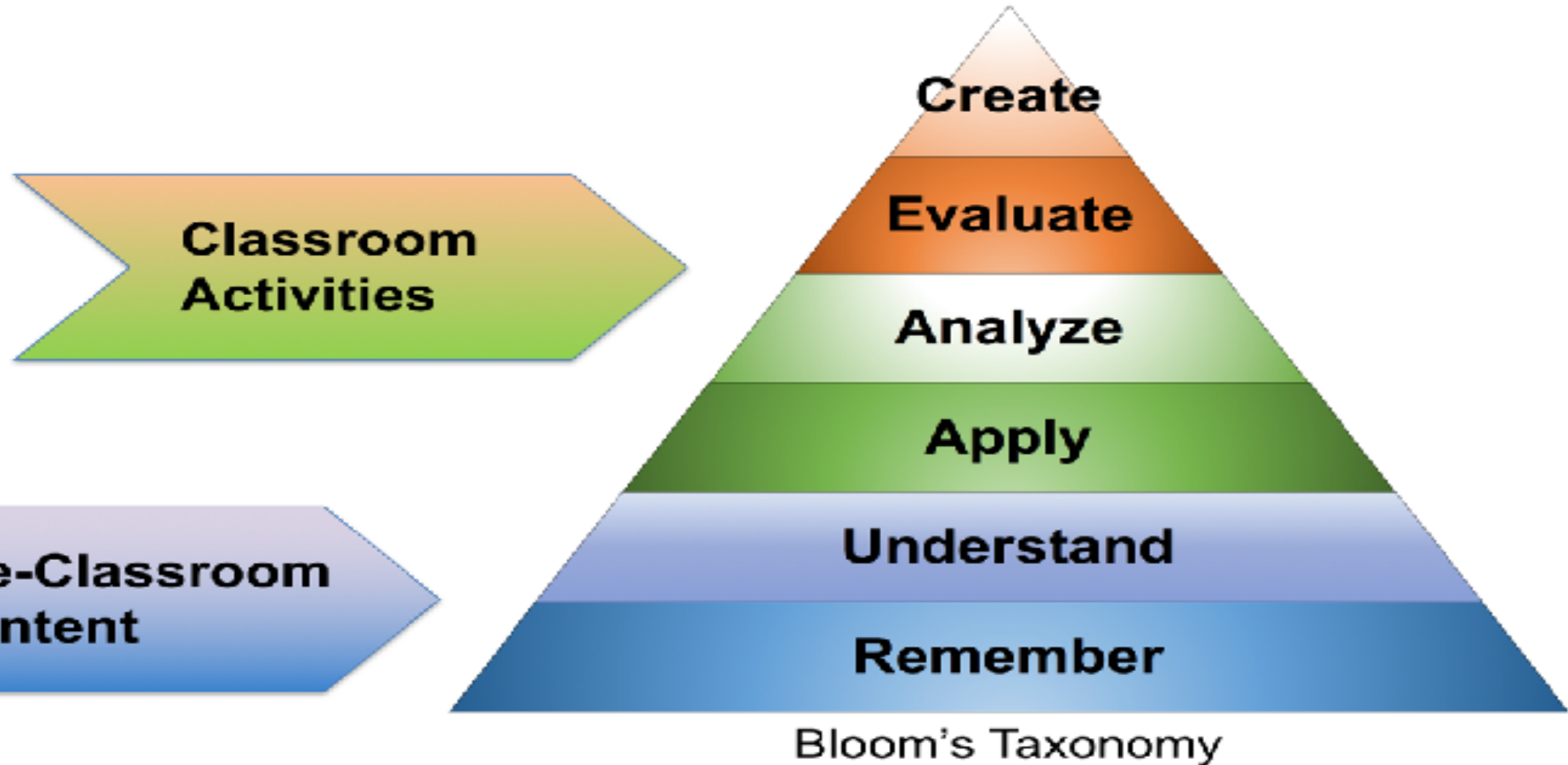


- Students acquire knowledge before class through flipped videos
- Students' independent learning is supported in-class by teacher-led instruction to ensure understanding
- Some opportunity for active learning, with teacher guidance and scaffolding
- Knowledge is applied in-class in simple or familiar contexts

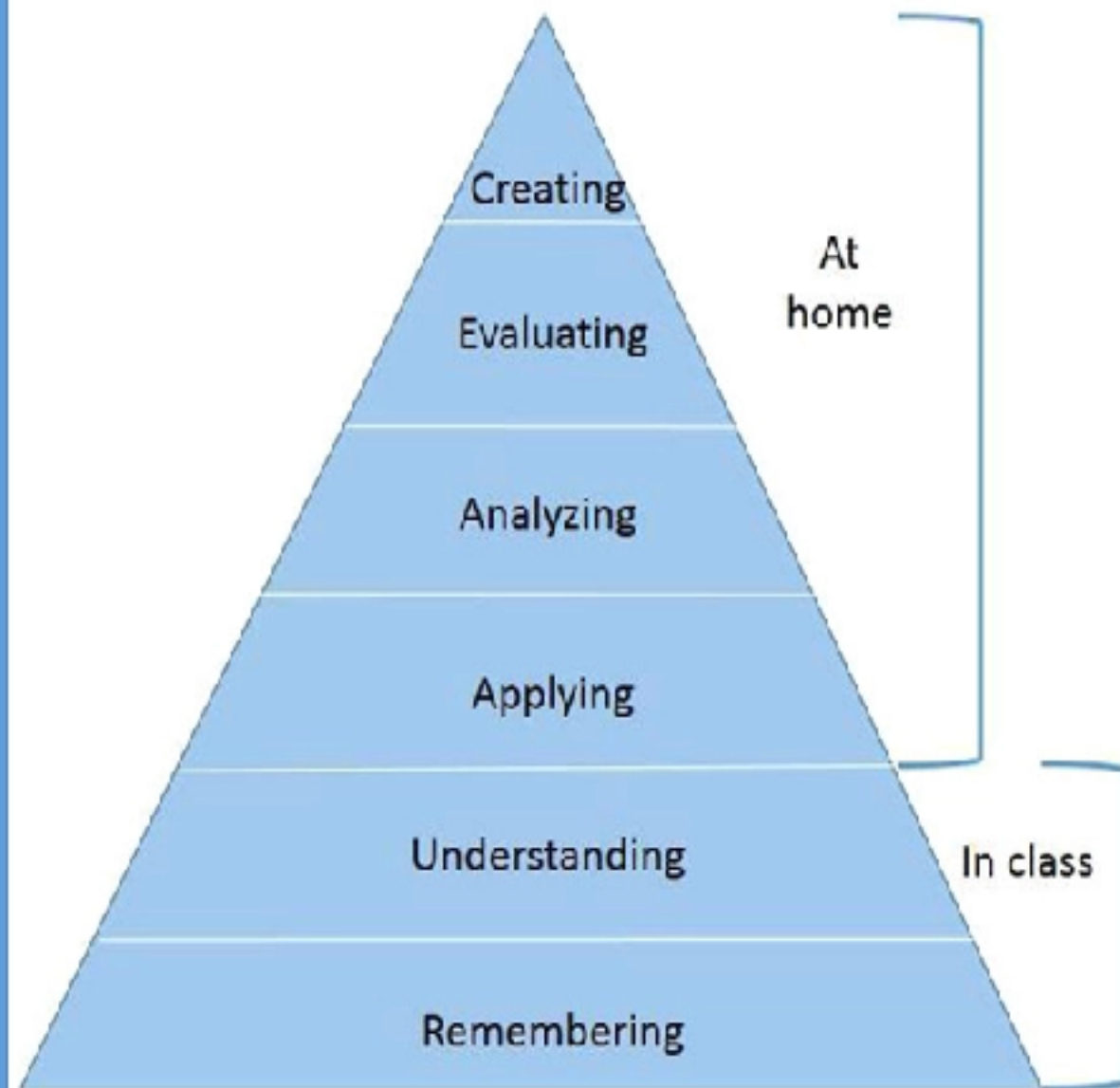


- Students acquire knowledge before class through flipped videos
- Knowledge is applied and extended in-class in complex and unfamiliar contexts through engagement with active learning pedagogies
- Higher-order thinking skills are emphasised

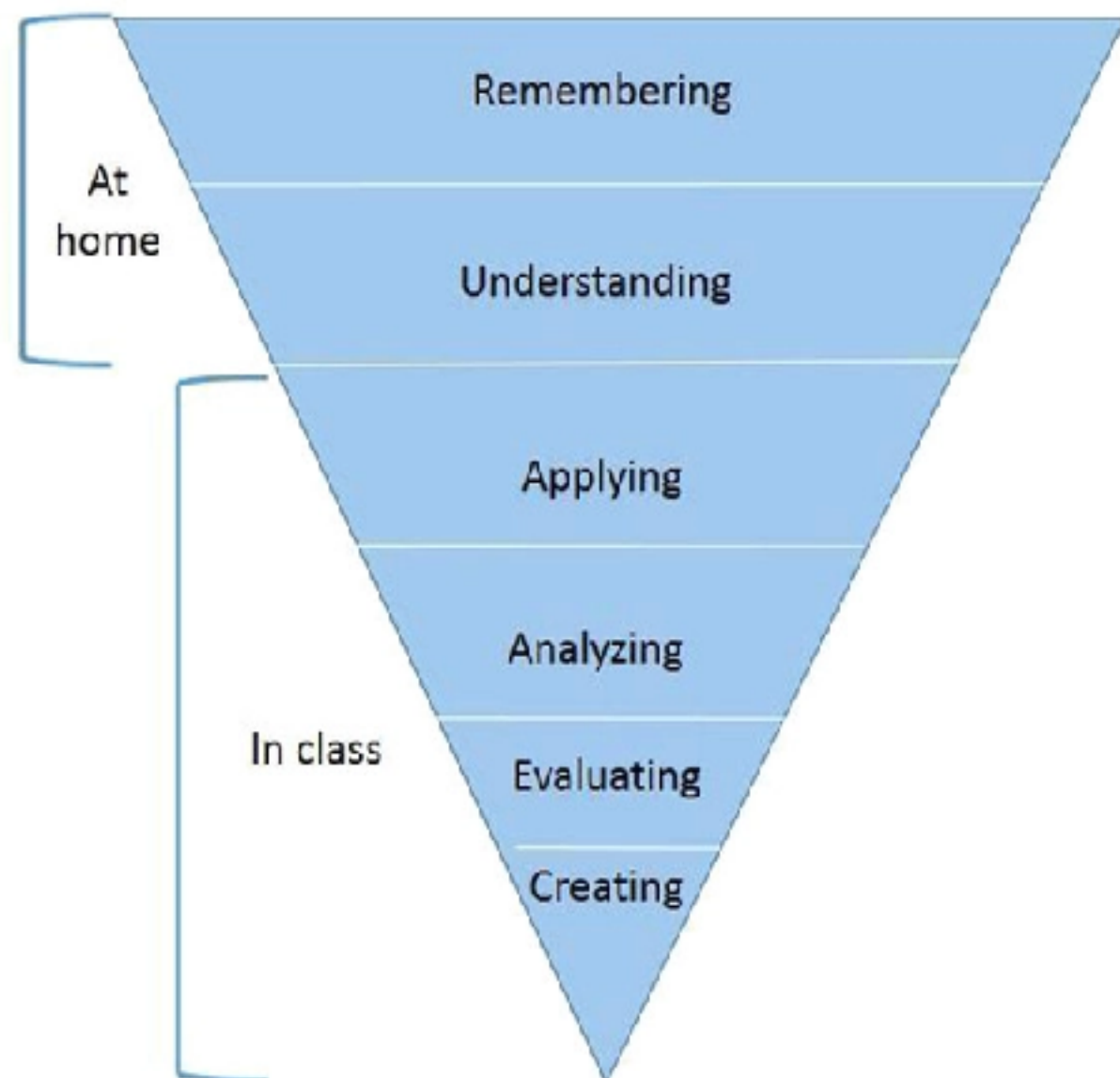
FLIPPED LEARNING AND BLOOM TAXONOMY



Traditional lecture



Flipped lecture



FLIPPED LEARNING

AT HOME,
STUDENTS WORK
WITH
TECHNOLOGY
AT THEIR
OWN PACE

PREPARES
STUDENTS FOR
MORE COMPLEX
THINKING
AT SCHOOL



USING ONLINE
CONTENT
PROVIDED BY
THE TEACHER

THROUGH LABS
PROJECTS &
DISCUSSIONS
WITH PEERS &
TEACHER

"Nice to meet you."

Before Class

- Watching videos and reading
 - Getting familiar with terms and phrases
 - Introduction to concepts
-
- Formative assessment
 - Check for understanding



"Let's Do Something Together."

During Class

- Projects, problems, small groups, discussions, labs, creating things, analyzing things
-
- Formative assessment
 - Check for understanding



"Will you be my...?"

After Class

- Projects, papers, creating things, reviewing key concepts
-
- Formative assessment
 - Check for understanding



Advantages of Flipped Learning

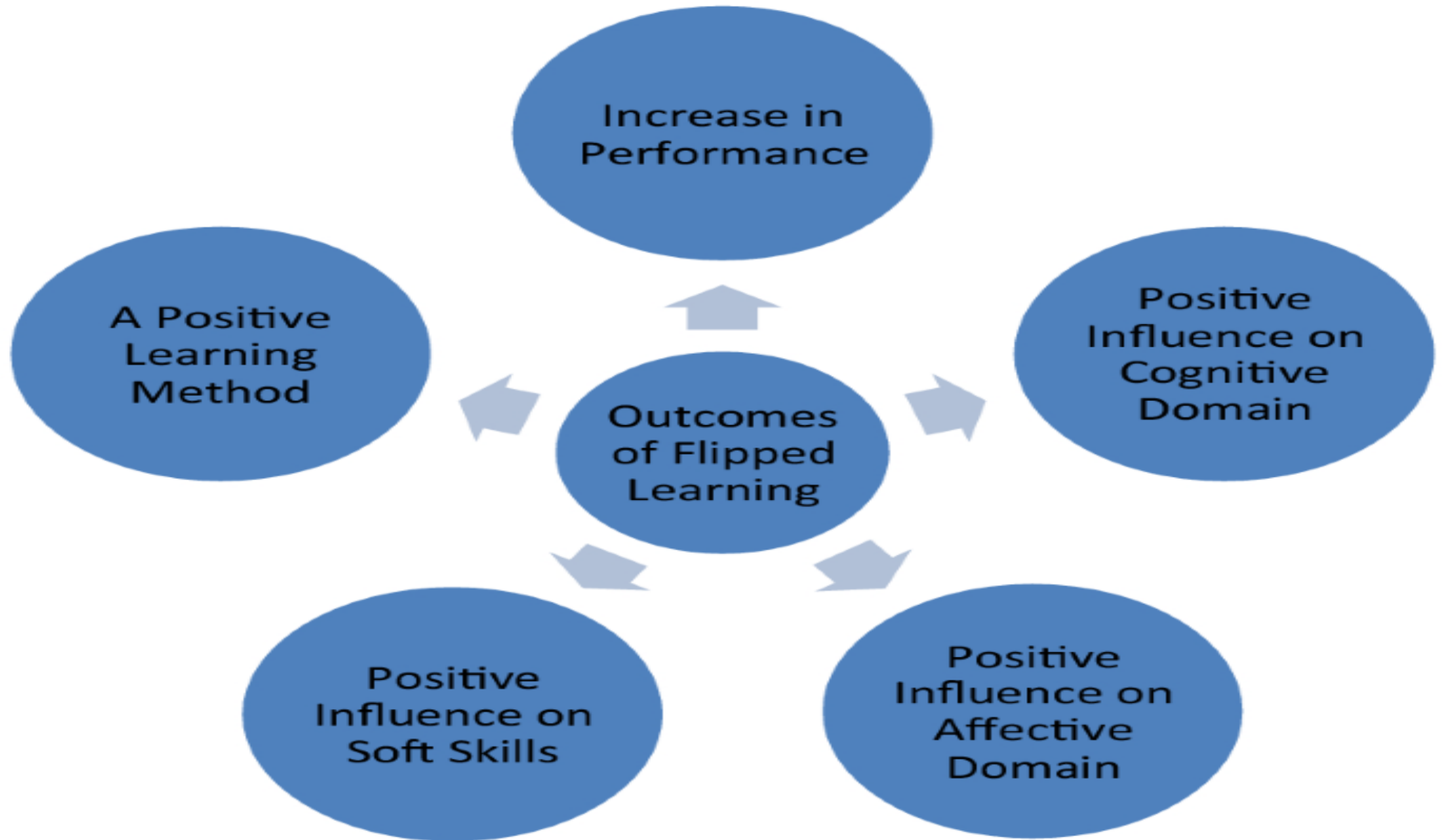
Benefits of a Flipped Classroom

Students

- Students learn at varying speeds.
- Students are provided opportunities for review.
- Lessons front-load students for classroom activities.
- Materials are ready and prepared for students who are absent or sick.
- Parents can view lessons and better assist students.
- Students do not struggle with completing homework because they “forgot” how.
- Students take ownership of their learning.
- Students are actively working with their peers.

Teachers

- Teachers focus on being the “Guide on the Side” not the “Sage on the Stage”
- Teachers spend more time supporting students with practice.
- Teachers are involved with student learning rather than lecture.
- Teachers spend less time on classroom management of student behaviors.
- Teachers are able to provide one on one and small group assistance.
- Teachers are not spending extra hours tutoring and re-explaining to students who didn’t understand the class lesson.
- Teachers collaborate with peers in creating materials.
- Teachers connect with students.



Flipped your classroom with WhatsApp



WhatsApp

< Chats

IMK221 food ingredient

Fazilah, Dr, +60 11-1437 0507, +...



+60 14-543 9545 ~Sophie



6:18 PM

Today

Hello folks! I'll be delivering chunks or bits of information in the form of text, image or video related to the topic being discussed in the lecture. I hope you will spare some time to view or study the material. The same material will be available on Schoology, perhaps with more instructions.

10:16 PM ✓

As a start, here's a brief (3.33 min) presentation on pectin (source of pectin): <http://youtu.be/oN7k58UAg7I>

Next is a little homework for you: <http://youtu.be/R-M5MaTeXC4>

10:19 PM ✓



In Class



Before Class

During Class

After Class

Students explore these new concepts through learning activities such as discussions, problem solving, critical thinking, and 1:1 teacher interactions.

Students get acclimated with new concepts and class material through digital channels. Students should take notes and write down questions.

Students continue mastery and understanding of material through higher order application, evaluation, and assessment.

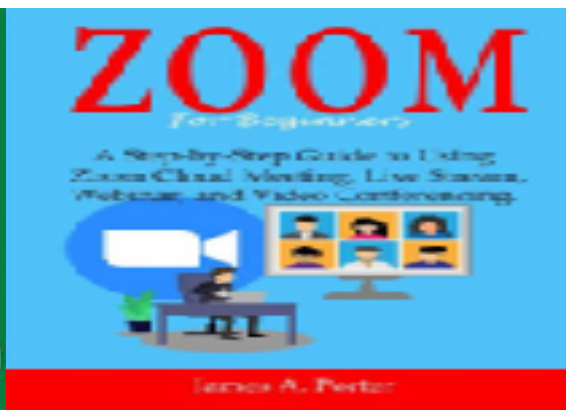
Out of Class



Five Flipped Classroom activities

- 1. Collaborative Active Learning
- 2. Think Pair Share Activities
- 3. Whole Class Discussions
- 4. Quizzes and Other Games
- 5. The In-Flip or Faux Flip

Some Platforms for Flipped Classroom



REFERENCES

- _ Jonathan Bergmann & Aaron Sams(2012), Flip Your Classroom
- _ Blended Learning and Flipped Classrooms©2014 The Advisory Board Company
- _ Blended Learning and the Flipped Classroom: The affordances of cloud based, located, and virtual world environments to support student learning Janette GRENFELL a,1 (Ed.) © 2015.
- _ Hamden, N., et al. (2013). A Review of Flipped Learning
www.flippedlearning.org
- _ Anderson, L. W., and Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives. New York: Longman.

WWW.GOOGLE

WWW.MICROSOFT

THANK YOU FOR
YOUR ATTENTION!

ANY QUESTIONS ?

