

EDUCATION OUT OF THE BOX

Flipped classroom

An introduction to the popular
instructional model



The concept of flipped classroom

What is it all about?

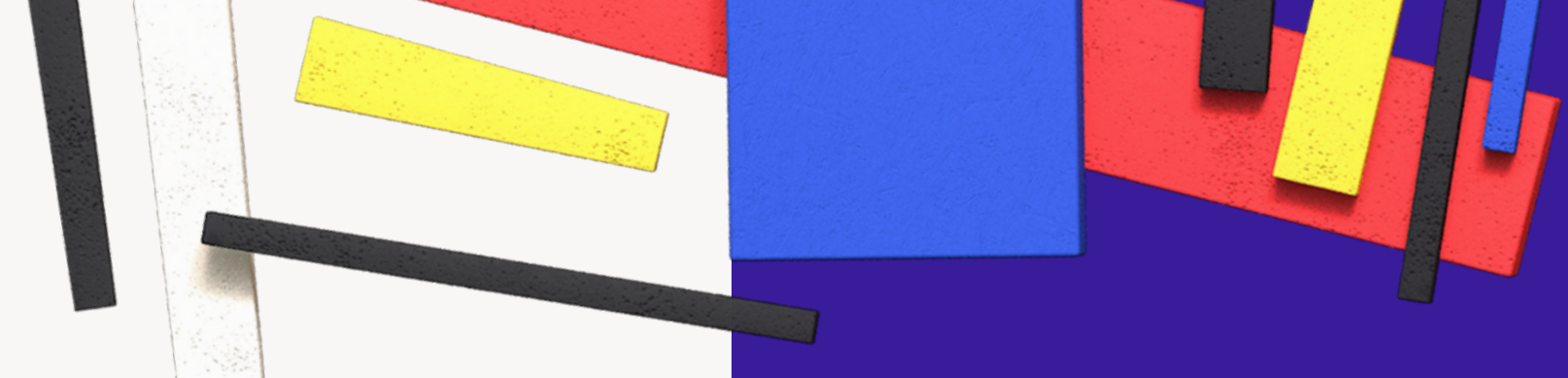


- Instructional model
- The activities traditionally conducted in the classroom (e.g., content presentation) become home activities
- The activities normally constituting homework become classroom activities
- The students become responsible for their own learning process and must govern their own learning pace
- The contents are previously posted in a virtual platform to which the students have access
- Two significant components: (1) the use of computer technologies such as video lectures and (2) the involvement of interactive learning activities.

(G. Akçayır & M. Akçayır, 2018)

(Cabi, 2018)

(Bishop and Verleger, 2013)



How does a flipped classroom look like?

1. The theoretical materials are read and reviewed at home before the lesson at class.
2. The students come to class and they have already read the materials.
3. The teacher proposes activities which the students can do because they are already acquainted with the theory. The students are active participants and are continuously collaborating with their classmates.
4. There is more interaction and feedback, more cooperation in groups of students

The four pillars of the flipped classroom

(Flipped Learning Network, 2014)

Flexible environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn.

Learning culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

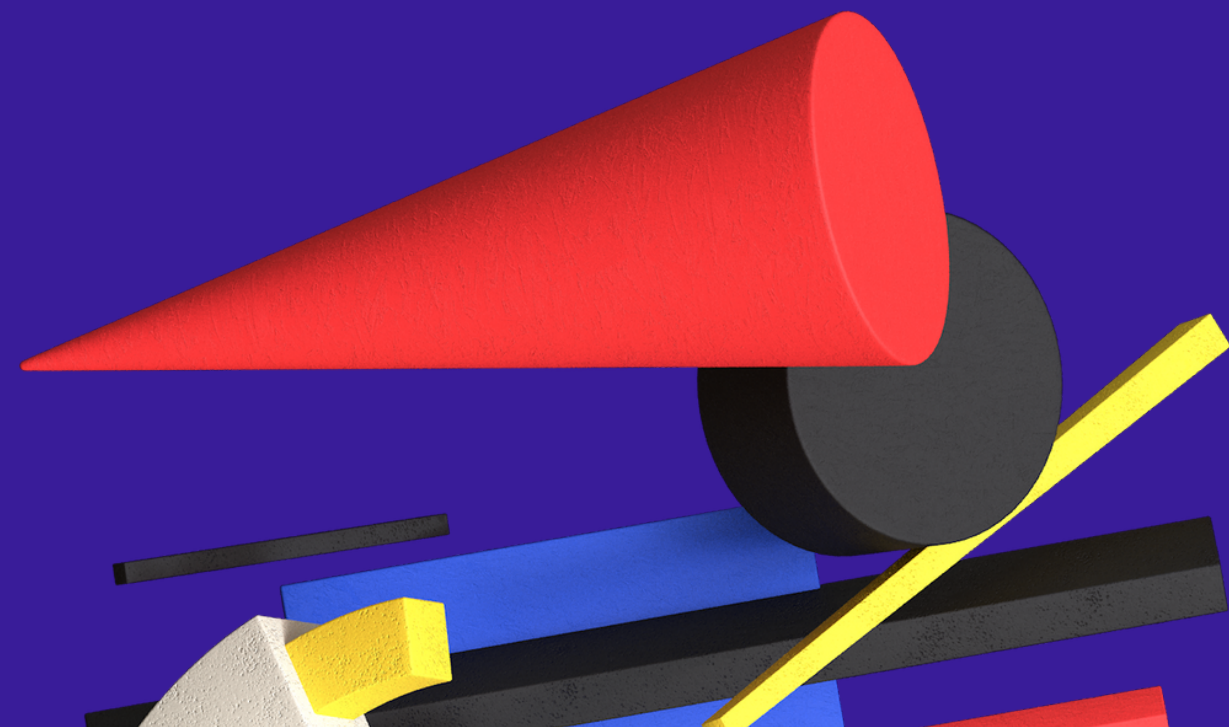
Intentional contents

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

Professional educator

During class time, the educator continually observe their students, providing them with feedback relevant in the moment, and assessing their work. They are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms.

Benefits of the flipped classroom model



Allows teachers to dedicate more time and attention to diversity.

Offers an opportunity for teachers to share knowledge with the whole educational community.

Represents an opportunity for the students to access the best contents created or facilitated by the teachers.

Fosters a collaborative learning environment in the classroom.

Families are immersed since the beginning of their children's learning process.

Steps of implementation

Suggested by Harvard University

1. Decide how you will use your class time and design those activities. Again, if you do not have a reason to flip your course, you should consider other active learning strategies or wait until you have an idea for how you could better use your class time.
2. Find or create resources for students to use at home. These could be readings, audio files, websites, or videos. You do not need to create these sources, but you must make sure that all students have a way to access these materials. If you create the materials for students to use at home, use their feedback to revise it.
3. Teach students how to use the material at home. Unlike when they are in a lecture, students cannot ask question as they arise, making note taking especially important. Working on their own, students will likely have distractions. Although students engage with media all the time, they may not know how to use educational audio or video clips. Make sure students have an incentive for doing the work on their own.

(The Derek Bok Center for Teaching and Learning, 2022)



Flip the classroom,
flip your lessons,
make room for
lifelong learning



References

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