

# THE FLIPPED CLASSROOM

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The aim of the Flipped methodology is to overturn the traditional development of the lesson moving the ownership of the learning from educators to students



This approach is called the *flipped class* because the whole classroom/homework paradigm is "flipped". What used to be classwork (the "lecture") is done at home via teacher-created videos and what used to be homework (assigned problems) is now done in class.

# Origins...

- The origins of this approach, that is generating a whole new movement (*Flipped Class Movement*), are not very clear. Some education training in economic science in the first years of the 21<sup>o</sup> century documented “inverted classroom” experience
- Among pioneers of this movement, we have [Jon Bergmann and Aaron Sams. They registered and shared this approach in 2007](#) at the Woodland Park High School in Woodland Park, Colorado.

# Flipping has transformed classes in so many ways

- And then one day their world changed... The flipped classroom has not only changed their classrooms, but many teachers from around the world have adopted the model and are using it to teach Spanish, Science, Math, etc. in elementary, middle, high school and to adults. They have presented the method all over North America and have seen how flipping a classroom can change kids' approach to them.



The innovative elements of this proposal can be resumed in these points:

- **a) support the change from a theoretic learning to a social and constructive learning;**
- **b) personalization of the learning process;**
- **c) it draws a new role for the teacher;**
- **d) it goes beyond the traditional e-learning**

# How to flip the class?

- **The Flipped method, as we have re-interpreted it, consists of four moments:**



- **designing** the module that includes the conception of the theoretical materials and the planning of the classroom activities;
- sharing the module and adjusting his contents to the **selected medium**;
- classroom management with the implementation of **games and exercises**;
- **debriefing – feedback – in class.**

# Step 1. Planning the flipped module

- The revolution of the flipped methodology is not just in the teaching method, but also in a different way to introduce the students to the contents and to organize the learning times.



- The idea is to provide the students with didactic materials specifically selected or prepared by the teacher. These materials have the basic function of teaching. All the process has to be thought out in detail:

Design the course, the lesson, the materials, the class time,...

# STEP 2. Sharing the module and adapt its contents to the "medium"

- The second step consists in producing materials to propose to the students. These can be: videos, multimedia resources, books or ebooks, powerpoint, etc. The choice is up to the teachers, on the basis of what tool they regard as more appropriate to introduce a certain subject.



**and then...inform the students about the lesson's methods: where they can find the lesson and how they have to use it!**



## Step3 Classroom management and the implementation of games and exercises

- In class, the teacher will find a group of students already prepared and “lined up”. In the scholastic context the teacher will take care of the following practical activities: **laboratories, exercises, homework**, problem solving activities, research studies, case studies, educational games. Each lesson at home corresponds to an activity (or more activities) in class.

# STEP 4. Debriefing – feedback – in class

The debriefing is the time to reflect and discover together **what happened** during the game and what is its meaning. The debriefing, usually, develops in three stages: description, analogy/analysis and application. The participants tend to remain in the stage of description. The facilitator is supposed to help them to go through the following stages

