















Scenario Title: Flipped Classroom (CCL, Europe)








Scenario Overview





Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online and in the format of videos, outside the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom.

In this scenario, students learn about flipped learning and apply its principles themselves by designing flipped learning activities for their peers. The scenario involves a class working in groups to devise flipped learning resources that other teams in the class will use, but it could be adapted for one class to develop flipped learning activities for younger students. The activity could be organised as a way to revise topics before examinations, or as a way to learn about a topic by actively teaching it, and at the same time developing competences including collaboration, learning to learn and communication. The scenario is open-ended in that no specific subject or topic is specified and the time taken can vary considerably. The activity can begin with some preparatory flipped learning, watching videos on flipped learning and reading introductory texts, set up by the teacher.

							
Learning Activities	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
Time (weeks)	2 (depends on the subject)	3/4 (depends on the subject)	1/2 (depends on the subject)	3/4 (depends on the subject)	1 (depends on the subject)	1 (depends on the subject)	1 (depends on the subject)
Goal (learning outcomes, match to specification)	To develop independent study, collaborative skills and self-organised learning	To develop research and critical thinking skills	To develop competence to self-regulate learning	To understand learning processes To devise and pilot activities	To learn to learn. To develop skills in listening to others, giving, accepting and acting on criticism	To learn from feedback To revise the materials and put them in final form	To develop communication and presentation skills To work through flipped learning








Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 dream
	<p>Free thinking, sharing ideas</p>	<p>Looking for and finding content</p>	<p>Structuring thoughts</p>	<p>Developing or practising</p>	<p>Interviewing/ Feedback</p>	<p>Revising</p>	<p>Performing and presenting</p>
<p>Description (of each learning activity)</p>	<p>To create collaborative teams</p> <p>To learn about flipped learning</p> <p>To imagine a flipped learning activity</p>	<p>To apply the principles of flipped learning</p> <p>To locate suitable learning resources</p>	<p>To classify and organise learning resources</p>	<p>To design instruments to gather feedback</p>	<p>activities developed by others</p> <p>To present and curate the learning activities</p>		
	<p>Learn about flipped learning by watching videos, presentations and reading guides about flipped learning</p> <p>Teacher checks understanding with a warm-up of four questions. The students who completed these moved directly into the group</p>	<p>Frame searches and identify possible digital resources and videos</p> <p>Team members share results and record discussions</p> <p>(Optional) Teacher provides a web quest to guide resource exploration</p>	<p>Teams refine content lists and identify which are suitable for use inside/outside lessons</p>	<p>Teams devise learning activities related to the materials identified</p> <p>Teams take into account how to meet different learning needs and accessibility issues</p> <p>Teams produce videos to introduce the topic and tasks</p>	<p>Other teams provide structured feedback and positive suggestions for revising the activities</p> <p>External experts, parents and others are invited to an online debate on the activities</p> <p>Teams conduct an online poll to collect opinions or</p>	<p>Teams re-design the prototype taking into account the validation results.</p>	<p>Teams work on the flipped learning activity designed by other teams</p> <p>Teams present their work, including the design process and reflections on it live or via video</p> <p>The set of resources are tagged and archived for future</p>




Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 dream
<p>Learning Activities</p> <p>work while those who struggled were gathered in a small group for a tutorial with the teacher.</p> <p>Discuss the design brief (prepared by the teacher)</p> <p>Agree on the topic to be 'flipped'</p> <p>Agree assessment criteria</p> <p>Form teams, ensuring each student has an appropriate role;</p> <p>Brainstorm ideas for the flipped classroom</p> <p>Teams record discussions,</p>	<p>Free thinking, sharing ideas</p>	<p>Looking for and finding content</p> <p>Teams share results with others for feedback</p>	<p>Structuring thoughts</p>	<p>Developing or practising</p> <p>Another team watches the video and pilot the activities at home and in class</p>	<p>Interviewing/ Feedback</p> <p>understanding of the topic</p>	<p>Revising</p>	<p>Performing and presenting</p> <p>use by other students, their families and the school community</p> <p>The resources are promoted in other classes to inspire them to try something similar</p>

							
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reflections and decisions

Learning Environment/s (the physical or virtual setting(s) in which learning takes place)	<ul style="list-style-type: none"> Classroom Physical space needs to be organized so as to promote inclusive discussions Home Library 	<ul style="list-style-type: none"> Classroom set up for groups Meeting areas in school for small group work Online Home 	<ul style="list-style-type: none"> Classroom Meeting space Home Online discussion spaces 	<ul style="list-style-type: none"> Home School Online 	<ul style="list-style-type: none"> Home School Online 	<ul style="list-style-type: none"> Home School Online 	<ul style="list-style-type: none"> Home Classroom Large hall in school Online
Digital Technologies and Tools	<ul style="list-style-type: none"> Tablets – benefits and use to be made clear, e.g. for more experiential or problem-based activities Smartboard OneNote 	<ul style="list-style-type: none"> YouTube, OneNote; Communication Tools (Skype, Facebook and Social Networks) Repositories Edmodo or other learning environments 	<ul style="list-style-type: none"> Mind-mapping tools Apps: OneNote, Bubbl-us, Cmap, Popplet, Team-up, Stickynotes, Padlet Tools to establish dialogue and 	<ul style="list-style-type: none"> Video recorder (smartphone etc.) Video and audio editing tools OneNote YouTube Communication Tools (Skype, 	<ul style="list-style-type: none"> Smartboard presentation tools Note-taking tools OneNote Edmodo or other learning environments 	<ul style="list-style-type: none"> video recorder audio and video editing tools OneNote communication tools (Skype, Facebook and Social Networks) 	<ul style="list-style-type: none"> Smartboard communication tools Presentation and communication tools Repositories

Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 dream
	Free thinking, sharing ideas <ul style="list-style-type: none"> • Videos and Audio Recorder • Apps e.g. TeamUp, ClassDojo, Classcharts, Kodu, Scratch, • Audacity • Lino/ Wallwisher for brainstorming • Post-Its, pens and large sheets of paper 	Looking for and finding content	Structuring thoughts <p>idea exchange between students outside the classroom, e.g. preparation for the lesson with peers, discussion of difficult problems etc.</p> <ul style="list-style-type: none"> • Edmodo or other learning environments 	Developing or practising <p>Facebook and Social Networks)</p> <ul style="list-style-type: none"> • Edmodo or other learning environments 	Interviewing/ Feedback	Revising <ul style="list-style-type: none"> • Edmodo or other learning environments • Team-up • video-channels 	Performing and presenting <ul style="list-style-type: none"> • Edmodo or other learning environments
Roles (teacher, students, parents, experts, etc.)	Teacher: <ul style="list-style-type: none"> ➤ Importance of understanding and playing a different role in the flipped classroom, calling for rethink of management 	Teacher: <ul style="list-style-type: none"> Prepares, supports, monitors ➤ Define clearly how the teaching and learning process can benefit from 	Teacher: <ul style="list-style-type: none"> Listens, questions, supports ➤ Role of the teacher (as a coach) needs to be described at all stages 	Teacher: <ul style="list-style-type: none"> Tutors and monitors differentiated groups Students: <ul style="list-style-type: none"> Observe, question, share 	Teacher: <ul style="list-style-type: none"> Listens, observes, coaches Students: <ul style="list-style-type: none"> Act, discuss, share 	Teacher: <ul style="list-style-type: none"> Observes, coaches Students: <ul style="list-style-type: none"> Discuss, plan 	Teacher: <ul style="list-style-type: none"> Observes, coaches, supports Students: <ul style="list-style-type: none"> Discuss, plan, share

Learning Activities	 <p>dream</p>	 <p>explore</p>	 <p>map</p>	 <p>make</p>	 <p>ask</p>	 <p>re-make</p>	 <p>dream</p>
	<p>Free thinking, sharing ideas</p>	<p>Looking for and finding content</p>	<p>Structuring thoughts</p>	<p>Developing or practising</p>	<p>Interviewing/ Feedback</p>	<p>Revising</p>	<p>Performing and presenting</p>

and teaching techniques, use of physical learning space

Prepares, models learning behaviour him/herself, inspires, coaches, questions, listens

Students:

Listen, discuss, negotiate, organise

parental involvement – very important in the flipped classroom

Students:

Explore, observe, collect, share





Parents (throughout):

Participate and support, e.g. to find resources and learn about their role in supporting flipped learning

- **Their access to online resources could increase engagement and positive attitudes**





Students:

Listen and discuss

							
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towards learning.

Collaboration (team work)	With teacher support, students organise themselves into groups Discuss the challenge the teacher is setting to them and negotiate Plan how to shape their team tasks Brainstorm ideas and share with the team	Team allocates roles Work at home or at school alone and/or in teams Share findings in a virtual environment	Map findings in teams Create mind maps collaboratively and share them online.	Collaborate at school and home through discussion and work with technology	Team work to present the draft materials, design feedback survey	Team analyse feedback and re-design Design and produce a short test to assess learning	Team work to experience other teams' flipped learning activities disseminate and archive results Discuss future possibilities for the flipped learning model
Individual Work (personalisation)	Individuals watch/read teacher-prepared materials	Individual research	Individual contributions depending on role within the team	Individual contributions depending on role within the team	Individual contributions depending on role within the team	Individual contributions	Individual contributions depending on role within the team

							
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depending on role within the team

Reflection (reflecting upon one's learning and reporting activity status and progress)	<p>Students share their thoughts on the pre-activity reading and viewing on flipped learning</p> <p>They consider their role in the group and how they can contribute</p> <p>They record their feedback on the design brief</p> <p>They note their progress at the end of this and all seven steps of the activity</p>	<p>Students observe, record, share reflections on the process</p> <p>Throughout: Students share opinions on lessons learned and participate in peer discussions (online) to develop and clarify understanding of concepts or to receive constructive feedback, e.g. using blog, ePortfolio or a chat. They contribute to an online debate,</p>	Students record their observations	<p>Students record their observations</p> <p>They reflect on the process of product generation</p>	Students record their observations	Students record observations	<p>Students record their observations</p> <p>They reflect on their learning and the usefulness of flipped learning.</p>
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<p>Learning Activities</p>	 <p>dream</p>	 <p>explore</p>	 <p>map</p>	 <p>make</p>	 <p>ask</p>	 <p>re-make</p>	 <p>dream</p>
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also involving the teacher as a coach and expert in the field, or parents.

<p>Assessment (type, instruments)</p>	<p>How students react and take part in the discussion Their ability to question the task (especially if they add value and positive change to the proposal) Their ability to choose and define their own role. Students share opinions on lessons learned, participate in discussions to clarify understanding or receive feedback</p>	<p>The work of each student and team according to the identified resources, in terms of relevance, efficacy and breadth. Peer feedback</p>	<p>How students take part in the discussion, Recognize relationships between their findings and analyse them. Individual participation in the creation of the mind map. Peer feedback Throughout: create a poll to collect opinions or understanding of a topic or to support a position or</p>	<p>How students 'prepare the class', take part in the discussion and perform lab work. Peer feedback</p>	<p>Students' ability to be in charge of a workshop, To work with experts (contact, ask for collaboration, discuss and negotiate), To explain and present ideas to people who have not followed the project progression, receive 'criticism' and incorporate expert views into the project. Self-assessment</p>	<p>The work of team students to re-design the project. Teacher assesses the final artefacts Peer feedback Self-assessment</p>	<p>Teacher assesses the performance of teams and individuals in them Teacher assessment based on observation of the level of collaborative activity and the development in collaborative skills Students' multimedia editing skills, Students' ability to document, communicate and summarize learning processes and</p>
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	Free thinking, sharing ideas using blogs, chat or ePortfolio	Looking for and finding content	Structuring thoughts argument that is discussed online and/or in the classroom.	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting present prototypes and results to others. Peer feedback Self-assessment

Resources:

- Flipped learning in the primary school: <http://edtechnology.co.uk/Article/inside-the-flipped-classroom>
- Flipped learning practitioner guide, NFER 2015: www.nfer.ac.uk/publications/NESM02/NESM02.pdf
- The flipped classroom, University of Groningen: www.rug.nl/e-learning/projecten/flipped-classroom/

Video collections

- TEDEd : education version the famous TEDx talks
- Khan Academy : especially maths and science
- Academic Earth : lectures on many topics
- MIT OpenCourseware: course materials, not just video clips

This scenario was originally developed within the [Creative Classrooms Lab](#) project, and has been edited for the purposes of the [Co-Lab](#) project. CO-LAB (December 2015 – January 2018) is coordinated by [European Schoolnet](#) (a network of 31 Ministries of Education aimed at bringing innovation in teaching and learning to key stakeholders within the education community), and funded by the European Commission’s Erasmus+ Programme.

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