






















# Scenario Title: Flipped Classroom (CCL, Europe)

							
<b>Learning Activities</b>	Free thinking, sharing ideas	Looking for and finding content	Structuring thoughts	Developing or practising	Interviewing/ Feedback	Revising	Performing and presenting
<b>Time (weeks)</b>	Depending on the subject Normally 2	Depending on the subject Normally 3/4	Depending on the subject Normally 1/2	Depending on the subject Normally 3/4	Depending on the subject Normally 1	Depending on the subject Normally 1	Depending on the subject Normally 1
<b>Goal (learning outcomes, match to specification)</b>	The goal is to develop independent study and collaborative skills and self-organised learning.		The goal is to develop research and critical thinking skills.		The goal is to learn to learn.		
<b>Description (of each learning activity)</b>	<b>Students:</b> 1. Listen, then discuss and refine the design brief according to individual needs and styles and familiarize themselves	<b>Students:</b> 1. Explore resources and videos suggested by their teacher and observe/take notes on the method of the	<b>Students:</b> 1. Share ideas about the flipped classroom approach (students who understand concepts in the resources	<b>Students:</b> 1. Are now ready to prepare 'the class' at home; 2. Watch video/s on the topic, and take notes to discuss in the classroom where concept	<b>Students:</b> 1. Perform the model of the flipped classroom to experts and schoolmates in order to validate it; 2. Contribute to an online	<b>Students:</b> 1. Re-design the prototype model taking into account the validation results.	<b>Students:</b> 1. Present their design results and process through a video and documentation; 2. Share the video/documents with other








Learning Activities	 dream	 explore	 map	 make	 ask	 re-make	 show
<p>with and understand fully the new task;</p> <ol style="list-style-type: none"> <li>Record discussions, reflections and decisions;</li> <li>Form teams for collaborative work and define roles;</li> <li>Start brainstorming the flipped classroom.</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Presents the topic to be 'flipped' and the design brief, giving</li> </ol>	<p>Free thinking, sharing ideas</p> <ol style="list-style-type: none"> <li>Record discussions, reflections and decisions;</li> <li>Form teams for collaborative work and define roles;</li> <li>Start brainstorming the flipped classroom.</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Presents the topic to be 'flipped' and the design brief, giving</li> </ol>	<p>Looking for and finding content</p> <ol style="list-style-type: none"> <li>Research, locate and collect resources to understand how to perform the task;</li> <li>Share resources and observations with classmates;</li> <li>Record observations (written or video) individually or in teams.</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Plans a web quest to guide</li> </ol>	<p>Structuring thoughts</p> <ol style="list-style-type: none"> <li>and videos share what they learned with the others who didn't understand or have some difficulties);</li> <li>Create mind maps in small groups or with all the class relating concepts to make connections between them;</li> <li>Analyze and record comments on the findings.</li> </ol>	<p>Developing or practising</p> <ol style="list-style-type: none"> <li>engagement takes place;</li> <li>Analyze issues through direct collaborative experience under the teacher's guidance.</li> </ol> <p><b>Teacher:</b></p> <p>Once students have watched the video/s at home, stimulates oral discussion in class and supports work using ICT tools.</p>	<p>Interviewing/ Feedback</p> <ol style="list-style-type: none"> <li>debate, possibly involving parents, experts;</li> <li>Conduct an online poll to collect opinions or understanding of a topic under discussion.</li> </ol> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Organises validation;</li> <li>Records reflections;</li> <li>Collects feedback, analyses comments and interprets them for any</li> </ol>	<p>Revising</p> <p><b>Teacher:</b></p> <p>Monitors activity, ensuring each student is on task.</p>	<p>Performing and presenting</p> <ol style="list-style-type: none"> <li>students, their families and the school community;</li> <li>Promote in other classes, inspire potential future users of the prototype;</li> </ol> <p>Discuss future steps.</p>








Learning Activities	 <b>dream</b>	 <b>explore</b>	 <b>map</b>	 <b>make</b>	 <b>ask</b>	 <b>re-make</b>	 <b>show</b>
<p><b>Learning Activities</b></p>	<p>Free thinking, sharing ideas</p> <ol style="list-style-type: none"> <li>instructions and examples;</li> <li>Introduces the task and negotiates the assessment criteria with the class;</li> <li>Asks questions to enhance understanding of the task leaving room for suggestions for change;</li> <li>Monitors team formation ensuring each student has an appropriate role;</li> </ol> <p>Monitors brainstorming, ensuring that this activity, which</p>	<p>Looking for and finding content</p> <ol style="list-style-type: none"> <li>resource exploration;</li> <li>Guides research;</li> <li>Supports / challenges choices;</li> <li>Listens to their observations.</li> </ol>	<p>Structuring thoughts</p> <p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>Stimulates oral discussion and monitors / guides activities;</li> </ol> <p>Supports students and discusses their ideas with them.</p>	<p>Developing or practising</p>	<p>Interviewing/ Feedback</p> <p>re-design of the model.</p> <p><b>Experts:</b></p> <p>Comment on the prototype model.</p>	<p>Revising</p>	<p>Performing and presenting</p>

							
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underpins the rest of the scenarios, is fully completed.

<b>Learning Environment/s</b> (the physical or virtual setting(s) in which learning takes place)	<ol style="list-style-type: none"> <li>School (classroom, computer lab or outside)</li> <li>Physical space in classroom needs to be organized differently</li> </ol>	<ol style="list-style-type: none"> <li>Home</li> </ol> <p><b>Important throughout to specify which activities are flipped, i.e. outside school</b></p>	<ol style="list-style-type: none"> <li>School (classroom, computer lab or outside)</li> </ol>	<ol style="list-style-type: none"> <li>Home</li> <li>School</li> </ol>	School (classroom, computer lab or outside)	School (classroom, computer lab or outside)	School (classroom, computer lab or outside)
<b>Digital Technologies and Tools</b>	<ul style="list-style-type: none"> <li>Tablets – benefits and use to be made clear, e.g. for more experiential or problembased activities</li> <li>IWB Android Window 8 Apps, OneNote</li> </ul>	<ul style="list-style-type: none"> <li>TeamUp, Browsers, YouTube, OneNote; Communication Tools (Skype, Facebook and Social Networks)</li> <li>repositories</li> </ul>	<ul style="list-style-type: none"> <li>Mind-mapping tools: Team-up, OneNote, Bubbl-us, Cmap, Popplet, Team-up, Stickynotes, Padlet</li> <li>use online tools to establish</li> </ul>	<ul style="list-style-type: none"> <li>video recorder</li> <li>video and audio editing tools</li> <li>OneNote</li> <li>YouTube</li> <li>Team up</li> <li>Communication Tools (Skype,</li> </ul>	<ul style="list-style-type: none"> <li>IWB</li> <li>presentation tools</li> <li>note-taking tools</li> <li>OneNote</li> <li>Edmodo or other elearning environments</li> </ul>	<ul style="list-style-type: none"> <li>IWB</li> <li>Team-up</li> <li>video recorder</li> <li>audio and video editing tools</li> <li>OneNote</li> <li>communication tools (Skype,</li> </ul>	<ul style="list-style-type: none"> <li>IWB</li> <li>communication tools</li> <li>repositories</li> <li>Team-up</li> <li>Edmodo or other elearning environments</li> <li>Team-up</li> </ul>

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	<p>Free thinking, sharing ideas</p> <ul style="list-style-type: none"> <li>• videos and Audio Recorder, TeamUp, ClassDojo, Classcharts, Kodu, Scratch, Audacity...</li> <li>• video to introduce the 'Flipped Classroom'</li> <li>• Lino/ Wallwisher for brainstorming</li> <li>• Edmodo or other elearning environments</li> </ul>	<p>Looking for and finding content</p> <ul style="list-style-type: none"> <li>• Edmodo or other elearning environments</li> </ul>	<p>Structuring thoughts</p> <p>dialogue and 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"> <li>• Edmodo or other elearning environments</li> </ul>	<p>Developing or practising</p> <p>Facebook and Social Networks)</p> <ul style="list-style-type: none"> <li>• Edmodo or other elearning environments</li> <li>• video channels</li> </ul>	<p>Interviewing/ Feedback</p> <ul style="list-style-type: none"> <li>• Team-up</li> </ul>	<p>Revising</p> <p>Facebook and Social Networks)</p> <ul style="list-style-type: none"> <li>• Edmodo or other elearning environments</li> <li>• Team-up</li> <li>• video-channels</li> </ul>	<p>Performing and presenting</p> <ul style="list-style-type: none"> <li>• video-channels</li> </ul>
<p><b>Roles</b> (teacher, students, parents, experts, etc.)</p>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Importance of understanding and playing a different role in the flipped classroom,</b></li> </ul>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Prepares,</li> <li>2. Supports</li> <li>3. Monitors</li> </ol> <ul style="list-style-type: none"> <li>➤ <b>define clearly how the</b></li> </ul>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Listens,</li> <li>2. Questions,</li> <li>3. Supports</li> </ol> <ul style="list-style-type: none"> <li>➤ <b>role of the teacher (as a</b></li> </ul>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Tutors</li> <li>2. Monitors differentiated groups</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Listens,</li> <li>2. Observes,</li> <li>3. Coaches</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Coaches</li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li>1. Observes</li> <li>2. Coaches</li> <li>3. Supports</li> </ol>

Learning Activities	 <b>dream</b>	 <b>explore</b>	 <b>map</b>	 <b>make</b>	 <b>ask</b>	 <b>re-make</b>	 <b>show</b>
<p><b>Learning Activities</b></p>	<p>Free thinking, sharing ideas</p> <p><b>calling for rethink of management and teaching techniques, use of physical learning space</b></p> <ol style="list-style-type: none"> <li>1. Prepares</li> <li>2. Inspires</li> <li>3. Coaches</li> <li>4. Questions</li> <li>5. Listens</li> </ol> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Listen,</li> <li>2. Discuss,</li> <li>3. Negotiate, Organise</li> </ol>	<p>Looking for and finding content</p> <p><b>teaching and learning process can benefit from parental involvement – very important in the flipped classroom</b></p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Explore,</li> <li>2. Observe,</li> <li>3. Collect</li> <li>4. Share</li> </ol> <p><b>Parents (throughout):</b></p> <ol style="list-style-type: none"> <li>1. involve parents, e.g. to find out about apps, online tools and resources,</li> </ol>	<p>Structuring thoughts</p> <p><b>coach) needs to be described at all stages</b></p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Listen</li> <li>2. Discuss</li> </ol>	<p>Developing or practising</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Observe,</li> <li>2. Question Share</li> </ol>	<p>Interviewing/ Feedback</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Act,</li> <li>2. Discuss, Share</li> </ol>	<p>Revising</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Discuss Plan</li> </ol>	<p>Performing and presenting</p> <p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Discuss</li> <li>2. Plan Share</li> </ol>








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and suggest to teachers

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

<b>Collaboration (team work)</b>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Organise themselves into groups/teams;</li> <li>2. Discuss the challenge the teacher is setting to them and negotiate;</li> </ol>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Work at home or at school alone and/or in teams;</li> <li>2. Share findings in a virtual environment;</li> </ol> <p>Watch videos at their own pace.</p>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Map their findings in teams;</li> </ol> <p>Create mind maps collaboratively and share them online.</p>	<p><b>Students:</b></p> <ol style="list-style-type: none"> <li>1. Work individually or in teams at home;</li> </ol> <p>Collaborate at school through discussion and work with technology.</p>	<p><b>Students:</b></p> <p>Team work to present the project, analyze feedback and re-design</p>	<p><b>Students:</b></p> <p>Team work to re-design</p>	<p><b>Students:</b></p> <p>Team work to disseminate results</p>
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- Plan how to shape their team tasks;
- Question and improve given tasks;

Personalise tasks according to their needs, style, time.








<b>Reflection</b> (reflecting upon one's learning and reporting activity status and progress)	Students record their feedback on the design brief.	<ol style="list-style-type: none"> <li>Students observe,</li> <li>Record</li> <li>Share reflections.</li> </ol>	Students record their observations.	Students record their observations.	Students record their observations.	Students record observations.	Students record their observations.
		<b>Throughout:</b> Students must share opinions on lessons learned and participate in peer discussions (online) to develop and					










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clarify understanding of concepts or to receive constructive feedback, e.g. using blog, ePortfolio or a chat. They contribute to an online debate, also involving the teacher as a coach and expert in the field, or even parents.

<b>Assessment</b> (type, instruments)	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>The teacher assesses:</b> <ol style="list-style-type: none"> <li>How students react and take part in the discussion,</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>The teacher assesses:</b> <ol style="list-style-type: none"> <li>The work of each student and team according to the identified resources, in</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>Teacher assesses:</b> <ol style="list-style-type: none"> <li>How students take part in the discussion,</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>Teacher assesses:</b> <ol style="list-style-type: none"> <li>How students 'prepare the class', take part in the discussion</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>Teacher assesses:</b> <ol style="list-style-type: none"> <li>Students' ability to be in charge of a workshop,</li> <li>To work with experts</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>Teacher assesses:</b> <ol style="list-style-type: none"> <li>The work of team students to re-design the project.</li> </ol> </li> </ol>	<p><b>Teacher:</b></p> <ol style="list-style-type: none"> <li><b>Teacher assesses:</b> <ol style="list-style-type: none"> <li>Students' multimedia editing skills,</li> <li>Students' collaboratio</li> </ol> </li> </ol>
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<p>2. Their ability to question the task (especially if they add value and positive change to the proposal)</p> <p>3. Their ability to choose and define their own role.</p> <p><b>Students:</b></p> <p>1. Students share opinions on lessons learned, Participate in discussions to clarify understanding or receive feedback using</p>	<p>terms of relevance, efficacy and breadth.</p> <p><b>Students:</b></p> <p>Peer feedback</p>	<p>b. Recognize relationship s between their findings and analyze them.</p> <p>c. Individual participatio n in the creation of the mind map.</p> <p><b>Students:</b></p> <p>1. Peer feedback</p> <p>Throughout: <b>create a poll to collect opinions or understanding of a topic or to support a position or argument</b> that is</p>	<p>and perform lab work.</p> <p><b>Students:</b></p> <p>Peer feedback</p>	<p>(contact, ask for collaboratio n, discuss and negotiate),</p> <p>c. To explain and present ideas to people who have not followed the project progression, receive 'criticism' and incorporate expert views into the project.</p> <p><b>Students:</b></p> <p>Self-assessment</p>	<p>c. Students' ability to document, communica te and summarize learning processes and present prototypes and results to others.</p> <p><b>Students:</b></p> <p>1. Peer feedback</p> <p>Self-assessment</p>	<p>n on the project,</p> <p>c. Students' ability to document, communica te and summarize learning processes and present prototypes and results to others.</p> <p><b>Students:</b></p> <p>1. Peer feedback</p> <p>Self-assessment</p>	

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	blogs, chat or ePortfolio.		discussed online and/or in the classroom.				

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