### Scenario Title: FLIPPED CLASSROOM

<table>
<thead>
<tr>
<th>Description of each learning activity</th>
<th>Countries: Italy, Portugal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong> (learning objectives, match to curriculum)</td>
<td>The goal is to develop independent study and collaborative skills and self-organised learning.</td>
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<tr>
<td><strong>Learning Activities</strong></td>
<td>The goal is to develop research and critical thinking skills.</td>
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<tr>
<td><strong>Duration (no. of one hour lessons)</strong></td>
<td>The goal is to learn to learn.</td>
</tr>
<tr>
<td>1 lesson</td>
<td>1 lesson</td>
</tr>
<tr>
<td>It depends on the students. (in and out of school hours)</td>
<td>2-3 lessons</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>1 lesson</td>
</tr>
<tr>
<td>1-2 lessons</td>
<td>2-3 lessons and time out of school hours</td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td>Students:</td>
</tr>
<tr>
<td>- listen, then discuss and refine the design brief according to individual needs and styles and familiarize themselves with and understand fully the new task;</td>
<td>- perform the model of the flipped classroom to experts and schoolmates in order to validate it;</td>
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<tr>
<td>- record discussions, reflections and decisions;</td>
<td>- contribute to an online debate, possibly involving parents, experts;</td>
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<tr>
<td>- form teams for collaborative work and define roles;</td>
<td>- conduct an online poll to collect opinions or understanding of a topic under discussion.</td>
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<tr>
<td>- start brainstorming the flipped classroom.</td>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>- organises validation;</td>
</tr>
<tr>
<td>- presents the topic to be ‘flipped’ and the design brief, giving instructions and examples;</td>
<td>- collects feedback;</td>
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<tr>
<td>- introduces the task and negotiates the assessment criteria with the class;</td>
<td>- analyzes comments and interprets them for any re-design of the model.</td>
</tr>
<tr>
<td>- asks questions to enhance understanding</td>
<td><strong>Experts:</strong></td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td>- present their design results and process through a video and documentation;</td>
</tr>
<tr>
<td>- explore resources and videos suggested by their teacher and observe/take notes on the method of the flipped classroom;</td>
<td>- share the video/documents with other students, their families and the school community;</td>
</tr>
<tr>
<td>- research, locate and collect resources to understand how to perform the task;</td>
<td>- promote in other classes, inspire potential future users of the prototype;</td>
</tr>
<tr>
<td>- share resources and observations with classmates;</td>
<td>- discuss future steps.</td>
</tr>
<tr>
<td>- record observations (written or video) individually or in teams.</td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td>- are now ready to prepare the class’ at home;</td>
</tr>
<tr>
<td>- share ideas about the flipped classroom approach (students who understand concepts in the resources and videos share what they learned with the others who didn’t understand or have some difficulties);</td>
<td>- watch video/s on the topic, and take notes to discuss in the classroom where concept engagement takes place;</td>
</tr>
<tr>
<td>- create mind maps in small groups or with all the class relating concepts to make connections between them;</td>
<td>- analyze issues through direct collaborative experience under the teacher’s guidance.</td>
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<tr>
<td>- analyze and record comments on the findings.</td>
<td><strong>Teach:</strong></td>
</tr>
<tr>
<td><strong>Teacher:</strong></td>
<td>- once students have watched the video/s at home, stimulates oral discussion in class and supports work using ICT tools.</td>
</tr>
<tr>
<td>- plans a web quest to guide resource exploration;</td>
<td><strong>Students:</strong></td>
</tr>
<tr>
<td>- guides research;</td>
<td>- re-design the prototype model taking into account the validation results.</td>
</tr>
<tr>
<td>- supports / challenges choices;</td>
<td><strong>Teacher:</strong></td>
</tr>
<tr>
<td>- listens to their observations.</td>
<td>- monitors activity, ensuring each student is on task.</td>
</tr>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Experts:</strong></td>
</tr>
<tr>
<td>- are now ready to prepare ‘the class’ at home;</td>
<td>- comment on the prototype model.</td>
</tr>
<tr>
<td>Learning Environment(s)</td>
<td>Digital technologies and tools</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| school (classroom, computer lab or outside) | Tablets – benefits and use to be made clear, e.g. for more experiential or problem-based activities | Teacher:  
- Importance of understanding and playing a different role in the flipped classroom, calling for rethink of management and teaching techniques, use of physical learning space  
- TeamUp, Browsers, YouTube, OneNote; Communication Tools (Skype, Facebook and Social Networks)  
- repositories  
- Edmodo or other e-learning environments  
- Mind-mapping tools: Team-up, OneNote, Bubbl-us, Cmap, Popplet, Team-up, Stickynotes, Padlet  
- use online tools to establish dialogue and idea exchange between students outside the classroom, e.g. preparation for the lesson with peers, discussion of difficult problems etc.  
- Edmodo or other e-learning environments  
- video recorder  
- video and audio editing tools  
- OneNote  
- YouTube  
- Team up  
- Communication Tools (Skype, Facebook and Social Networks)  
- Edmodo or other e-learning environments  
- video channels  
- IWB  
- presentation tools  
- note-taking tools  
- OneNote  
- Edmodo or other e-learning environments  
- Team-up  
- IWB  
- communication tools  
- repositories  
- Team-up  
- Edmodo or other e-learning environments  
- Team-up  
- video-channels  |
| physical space in classroom needs to be organized differently | | Teacher:  
- prepares, supports and monitors  
- define clearly how the teaching and learning process can benefit from parental involvement – very important in the flipped classroom  
- listen, discuss  
- listen, questions, supports  
- role of the teacher (as a coach) needs to be described at all stages  
- observe, question and share  
- observe and coaches  
- discuss and plan  |
| Important throughout to specify which activities are flipped, i.e. outside school | | Teacher:  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  |
| home | | Teacher:  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  |
| school (classroom, computer lab or outside) | | Teacher:  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  |
| home and school | | Teacher:  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  |
| school (classroom, computer lab or outside) | | Teacher:  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  
- students, parents, experts, etc.  |
| school (classroom, computer lab or outside) | | Teacher:  
- students, parents, experts, etc.  
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- students, parents, experts, etc.  |

This project has been funded with support from the European Commission.
### Collaboration, team work

**Individual work, personalisation**

<table>
<thead>
<tr>
<th><strong>Reflection (reflecting upon one’s learning and reporting activity status and progress)</strong></th>
<th><strong>Assessment (type, instruments)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students:</strong></td>
<td><strong>Reflection</strong> Students record their feedback on the design brief. <strong>Assessment</strong> Teacher: The teacher assesses 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), and their ability to choose and define their own role. <strong>Students:</strong> Students share opinions on lessons learned, participate in discussions to clarify understanding or receive feedback using blogs, chat or ePortfolio.</td>
</tr>
</tbody>
</table>

- prepares, inspires, coaches, questions and listens
  - listen, discuss, negotiate, organise
- explore, observe, collect and share
  - involve parents, e.g. to find out about apps, online tools and resources, and suggest to teachers
- Their access to online resources could increase engagement and positive attitudes towards learning.

- students react and take part in discussions to clarify lessons learned, participate
  - students' proposal)
- define their own role.
- their ability to choose and define their own role.
- students share opinions on lessons learned, participate in discussions to clarify understanding or receive feedback using blogs, chat or ePortfolio.
- students observe, record, and share reflections.
- throughout: students must 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, also involving the teacher as a coach and expert in the field, or even parents.
- the teacher assesses 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), and their ability to choose and define their own role.
- students share opinions on lessons learned, participate in discussions to clarify understanding or receive feedback using blogs, chat or ePortfolio.
Additional comments from advisory board:

- Digital learning objects (all LOs in Lithuanian)
  - Flipped classroom: [http://musumokykla.lt/](http://musumokykla.lt/)
  - Videos: [http://mkp.emokykla.lt/gamta5-6/lt/mo/demonstracijos/](http://mkp.emokykla.lt/gamta5-6/lt/mo/demonstracijos/)
  - [http://geografija6-8.mkp.emokykla.lt/](http://geografija6-8.mkp.emokykla.lt/)
  - [http://mkp.emokykla.lt/imol](http://mkp.emokykla.lt/imol)
  - [http://mkp.emokykla.lt/finka9-10/objects/](http://mkp.emokykla.lt/finka9-10/objects/)
  - [http://mkp.emokykla.lt/enciklopedija/lt](http://mkp.emokykla.lt/enciklopedija/lt)
  - Mind maps: [http://mokomes5-8.ugdome.lt/Irankiai/Planavimas/Planavimas_minciu_zemelapis_78/](http://mokomes5-8.ugdome.lt/Irankiai/Planavimas/Planavimas_minciu_zemelapis_78/)

- Background reading on the flipped classroom (English): [http://usergeneratededucation.wordpress.com/2011/06/13/the-flipped-classroom-model-a-full-picture/](http://usergeneratededucation.wordpress.com/2011/06/13/the-flipped-classroom-model-a-full-picture/); Flipped Learning Resources, by Dan Spencer [https://docs.google.com/document/d/1IOIS-tXZvOEVCPhoNShsc0R8-77nx3GDd86C-4E/edit](https://docs.google.com/document/d/1IOIS-tXZvOEVCPhoNShsc0R8-77nx3GDd86C-4E/edit); A compiled resource page of the Flipped Classroom (with videos and links) can be found ath [http://www.scoop.it/t/the-flipped-classroom](http://www.scoop.it/t/the-flipped-classroom)