



Pan-European policy experimentations with tablets
<http://creative.eun.org>

SUMMARY CCL SCENARIOS 1ST CYCLE

FLIPPED CLASSROOM

AIM OF THE SCENARIO

In this scenario the aim is to design activities that make the most of face-to-face time in classrooms for discussion and sharing and of student's access to online content and services outside the classroom and the school day. This wider view of learning recognizes that these days it can be 'anytime, anywhere', thanks to growing (but not universal) home access to computers and tablets.

WHAT IT IS ALL ABOUT

If learning can be free from time and space constraints then it's important to think about what classrooms are for: why ask students to be in one classroom with a teacher? What is best done in class during the school day, and what elsewhere? 'Flipping', that is doing outside class what is often done inside class, captures this idea in a memorable phrase. It's a matter of using technology to do what it does well, and teachers what they do well, harnessing the added value of each for better learning. While teachers can present, demonstrate and model, this can also be done using online resources outside school (the simplistic view of flipped learning is 'watching video clips at home'), so freeing the teacher to engage in higher level, more complex interactions in class with students.

ROLE OF THE STUDENTS

In the scenario the flipped classroom aims to develop students' research skills and critical thinking, either through collaborative work among peers, or through individual work. The classroom is the space where students' output will be presented, feedback given by peers and others, issues discussed, plans made. There are seven learning activities of varying duration, in common with other scenarios: Dream, Explore, Map, Make, Ask, Re-make, Show. Some lend themselves more than others to being flipped.

ROLE OF THE TEACHER

The teacher has an important role in defining the subject and topic (the scenario itself is content-free), objectives, deciding which activities are best flipped, and in observing, monitoring, motivating, challenging and supporting students, a role that differs from the traditional view of a teacher as sole dispenser of information.

USE OF ICT

Students are encouraged to use tablets as well as interactive whiteboards if available. Collaborative tools, PowerPoint, OneNote, Team Up, Clasdojo, Kodu, Scratch and Audacity all have a part to play in the flipped classroom. Video production and its dissemination via Youtube, social networking, Skype and other e-learning environments are also important tools.

FINAL OUTPUT

Students' output may be a video or other type of document. This product may be used subsequently in other classes and schools.

WHAT WOULD A GOOD FLIPPED CLASSROOM LOOK LIKE?

- Meaningful, achievable and pedagogically valid activities outside school; the flipped classroom is not a fashionable word for homework or watching videos!
- A good mix of in and out of school tasks
- Activities that involve students collaborating and communicating outside school
- Differentiation and personalisation, multiple means of access to the resources outside school (and inside)
- Appropriate, value-added and educationally justified use of tablets and technology
- Assistance for students having difficulty getting online outside school, finding somewhere / time to work etc.
- Teachers adopt a wide range of roles and manage learning outside school sensitively (privacy issues can arise as well as concerns about intrusion into family life and free time)
- Parents play a bigger role in the flipped classroom and thereby know more about their child's learning and progress
- Quick ways of monitoring that outside school tasks are being completed by all
- Some evidence that deeper or more effective learning has been achieved through the flipped approach than traditionally.

The work presented on this document is supported by the European Commission's Lifelong Learning Programme - project Creative Classrooms Lab (Grant agreement 2012-5124/005-001). The content of this document is the sole responsibility of the consortium members and it does not represent the opinion of the European Commission and the Commission is not responsible for any use that might be made of information contained herein.

