

Guidelines - using the “Flip the classroom” method





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INTRODUCTION

The project FLIP THE CLASSROOM is concentrated on the problem how to teach adults from various countries foreign languages. The main idea is to provide adults literacy teachers with details how to use the concept of 'Flipped Classroom', which could make learning languages more effective. Supporting the knowledge how to learn adult students and immigrants foreign languages is supposed to be innovated in relation to defining or building a European dimension in the addressed topic and in providing a European dimension for the targeted participants. At this time, there are more and more migrants in the whole Europe. Adults from various countries are leaving their countries in order to find more satisfying jobs. Often there is one problem, which is common for all of them – lack of language skills, both reading and writing. Considering this facts, it would be desirable to show adult literacy teachers how to improve their skills in teaching adults foreign languages and make the process of learning more effective. When migrants are coming to the country it often happens that they don't know the language spoken in the country, so it would be desirable to organize special courses, where they could improve their literacy with the foreign language. Thanks to this, they could obtain basic knowledge on how to communicate in the hosting country. What is more, it could be possible that over time some of them could develop their language abilities and thanks to this, gain more satisfying job.

This booklet is a fruit of a common work of the partners who took part in this project. It gathers the best practice examples and guidelines on how to prepare the flipped classes. As the subject is still new and more and more information and guidance is becoming available online, this booklet should be treated as a tool to find other resources and useful materials that might come in handy when preparing flipped lessons.

We hope the readers will find it useful.



PARTNERSHIP

COORDINATOR:

- Midstod simenntuar á Sudurnesjum – Iceland



PARTNERS:

- SPEAK EUROPE Language Club – Poland



- International Language School – Italy

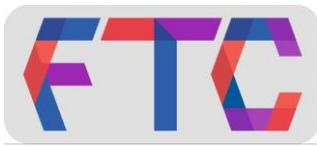


- North West Academy of Learning – Northern Ireland



- Paikuse Basic School – Estonia





Flip the classroom what is it?

First we will try to answer the very basic question what actually is a flipped lesson. According to a quite new definition coined by the key leaders of Flipped Learning Network “Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

In other words it means that: what was done before at home, now is done during classes and what was done in class now is done at home. Students can do the theoretical part of their study at home at their own pace when they want whilst the practical usage is done in small groups or individually but with a support of a teacher who has got time to follow their students’ progress and react when something is going wrong.



What a flipping the classroom process look like?

In flipping the classes what is really useful is the technology. ICT put the foot in the door of our lives quite long time ago and now we actually couldn't imagine living without it. The same thing is about education. Changing the means of passing on the knowledge and skills can bring us results far beyond our expectations.

When it comes to flipping, using different ICT tools to record and to prepare educational materials for our students can change our students' attitude towards our lessons and even more importantly can help struggling students to learn what is required from them thanks to unlimited availability of our original educational materials that were specially prepared by us for them. Why this aspect of personalisation is so important, because in this way we point out to our students what is crucial in our lessons, what needs to be learned. Thanks to this our students know what they should concentrate on while preparing to an exam and hopefully this kind of approach will make them remember better things they were learning also after the test.

However, nobody says the educational materials prepared by the teachers need to be cutting-edge. When starting to flip, it's important to choose the tools that you feel comfortable with like for example MS Office OneNote that gives huge possibilities of putting information from different sources, with embedded videos, voice notes and others and is still part of MS Office so even for fresh users is quite friendly. Still the most important thing is to build up some base of materials to update and enhance regularly.

Once the materials are ready, you should inform your students that they need to watch a video prepared by you (featuring you personally would probably be even more thrilling for your students but you must decide if you're ready for this) or they need to go through some other PP presentations, or OneNote notebook before a following lesson. Then, once the lesson starts you can simply ask your students whether they got



acquainted with the materials and then start a practical part of the lesson. The classes should be fully dedicated to practice. Depending on the course you are delivering, assign tasks to your students to work on them individually or in groups. While everybody is working monitor your students and help them if they need this. This is the time to see if they did their pre-study and to clear out doubts or misunderstandings they might have.

At the beginning you can flip your classes once a month and gradually make it more frequent in order to have time to prepare yourself to a different style of work and what we shouldn't forget, to also get your students used to a new style of learning.



What kind of tools are available on the market?

When starting this subject it feels like touching the top of an iceberg. What we would need now here is actually a filtering option to limit the selection according to your requirements.

Probably we should first start with a question what kind of device you are using. This is really a basic question as on this depends everything else. We can have here PC users and mobile device users (tablets and smartphones) and the third separate group Apple device users.

Currently, from our perspective, the offer of different educational tools – applications and programmes is the biggest for Apple device as the company is cooperating with different educational centres and schools. However such equipment is of course not always available for teachers and students. In order to answer to needs of all interested groups we will present you here tools that can be used by all 3 user groups.

Tools used and tested by the partners:

<https://tackk.com/>

<https://www.showbie.com/>

<https://www.thinglink.com/>

<https://issuu.com/>

<http://embed.ly/>

<https://www.edmodo.com/>

<http://www.socrative.com/>

<http://www.teacherkit.net/>



<http://bitsboard.com/>

<https://edpuzzle.com>

<https://www.remind.com/>

<http://spritzinc.com/>

<https://doceri.com/>

<http://screencast-o-matic.com/home>

<http://explaineverything.com/>

<https://sway.com/>

<https://getkahoot.com/>

<https://app.nearpod.com>

<https://www.educreations.com>

<https://prezi.com>

<https://present.me>

<http://bookcreator.com/>

MS Office Tools:

PowerPoint - <https://office.live.com/start/PowerPoint.aspx?omkt=pl-PL>

OneNote - <https://www.onenote.com/>

Tools used by the partner organisations:

According to what has been stated above, we decided to give to teachers a free choice when preparing the materials for flipping the classes. First however, we presented to them the above-mentioned tools, in order to provide them with a basic knowledge about them. The teachers from every partner institution chose different tools to work with according to their preferences, level of ICT skills and what they students liked.

Subsequently, on the project website you can find language educational materials that were prepared using:



- PowerPoint presentations, that are presented to the students as such or in a form of short videos
- Tools for making presentations such as: prezi or present.me
- Online applications to create animations and videos – edpuzzle
- Software such as tack to create own content and tests

When it comes to the evaluation of the difficulty level, working on PowerPoint presentations is probably the easiest tool, however, it is time-consuming and fairly poor interactive looking at the materials from a students' position. On the other hand, we have here more complicated tools to use such as Tackk or Edpuzzle, but these are likely to be more engaging for students and more interactive. It takes more time for teachers to get used to working on them but with the time the database with the online materials is growing and they rather should keep up with the technological pace and stay quite attractive for students.

Our recommendation would be to start step by step to flip the classes using the tools that are the least complicated and the best known in order to minimise the workload and smoothly start flipping.

As the famous saying says: "Rome wasn't built in a day".

With this optimistic ending we wish you the best of luck in your "flipping adventure" hoping it will bring you and your students satisfaction and success.

Flip the Classroom Partnership



Online recommended resources:

<https://www.knewton.com/infographics/flipped-classroom/>

[https://drive.google.com/drive/folders/0B-](https://drive.google.com/drive/folders/0B-hney256s3EfkNHUVFzWnpNbVhEREVUMkp5aFNGckRjBwGwR0NQaE1xTIRPVnZhYkc1Qk)

[hney256s3EfkNHUVFzWnpNbVhEREVUMkp5aFNGckRjBwGwR0NQaE1xTIRPVnZhYkc1Qk](https://drive.google.com/drive/folders/0B-hney256s3EfkNHUVFzWnpNbVhEREVUMkp5aFNGckRjBwGwR0NQaE1xTIRPVnZhYkc1Qk)

[U](https://drive.google.com/drive/folders/0B-hney256s3EfkNHUVFzWnpNbVhEREVUMkp5aFNGckRjBwGwR0NQaE1xTIRPVnZhYkc1Qk)

<https://docs.google.com/document/d/1vRFerPm2ybdLJ9bacWBwM2pBlwIJ1GwuoEtuq0>

[HS7-k/edit](https://docs.google.com/document/d/1vRFerPm2ybdLJ9bacWBwM2pBlwIJ1GwuoEtuq0)

https://docs.google.com/document/d/1U6_mwsh_eXkO6IMR9QjvPTmu5RXcGKcXFAKN

[E8wRa0/edit](https://docs.google.com/document/d/1U6_mwsh_eXkO6IMR9QjvPTmu5RXcGKcXFAKN)

<https://docs.google.com/document/d/17OzBYZWg2TDJaBAmbMLMG2ejRQP6uZamG8fH>

[BYBe35w/edit](https://docs.google.com/document/d/17OzBYZWg2TDJaBAmbMLMG2ejRQP6uZamG8fH)

<https://www.lynda.com/Business-tutorials/Flipping-Classroom/144198-2.html>

[http://www.facultyfocus.com/articles/instructional-design/looking-for-flippable-](http://www.facultyfocus.com/articles/instructional-design/looking-for-flippable-moments-in-your-class/)

[moments-in-your-class/](http://www.facultyfocus.com/articles/instructional-design/looking-for-flippable-moments-in-your-class/)

[http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-](http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-the-flipped-classroom-part-1/)

[the-flipped-classroom-part-1/](http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-the-flipped-classroom-part-1/)

[http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-](http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-the-flipped-classroom-part-2/)

[the-flipped-classroom-part-2/](http://www.facultyfocus.com/articles/teaching-with-technology-articles/understanding-the-flipped-classroom-part-2/)

<http://www.edutopia.org/blogs/tag/flipped-classroom>

http://flippedlearning.org/wp-content/uploads/2016/07/FLIP_handout_FNL_Web.pdf

<http://educationnext.org/the-flipped-classroom/>

<http://educationnext.org/the-transformational-potential-of-flipped-classrooms/>

<https://cft.vanderbilt.edu/guides-sub-pages/flipping-the-classroom/>



Frequently Asked Questions about Flipped Classes

1. How to start flipping the classes?

First you should go through the information provided in this short booklet, have a look at the online materials and YouTube tutorials. Then comes to easier part, sit and prepare your first educational material for your students. You can even record your voice using your smartphone's microphone and give it to students as a support material they can listen to when they are going to school. After that try to prepare some new materials using new tools for example once a month, it should help you and your students to catch the rhythm of flipped classes.

2. Does it require a lot of effort from the teacher to start flipping?

This question is very often asked by most of teachers who encounter on their way this method. The honest answer is difficult as it takes time at the beginning to choose the right tools to flip. On the other hand nobody says, you have to flip all your course at once as this might be really difficult. The best is to start flipping regularly and build up your own base of materials to be re-used. It's also better to start working on simple tools such as MS Office, ordinary smartphone microphone and a camera in your tablet or laptop.

3. How will I know that my students prepare themselves for my classes and watch the videos or other materials before they come to a lesson?

For this question nobody will be able to give you a good answer. However, every teacher is thinking about this issue. So, as a teacher, you should know, that there are lots of possibilities to check it like through: a short written test, open oral questions or by assigning them a task related to the materials they were supposed to watch.