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BLENDED LEARNING

FLIPPED CLASSROOM

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The Traditional Learning vs The Flipped Classroom and Blended Learning

https://www.youtube.com/watch?v=paQCE58334M

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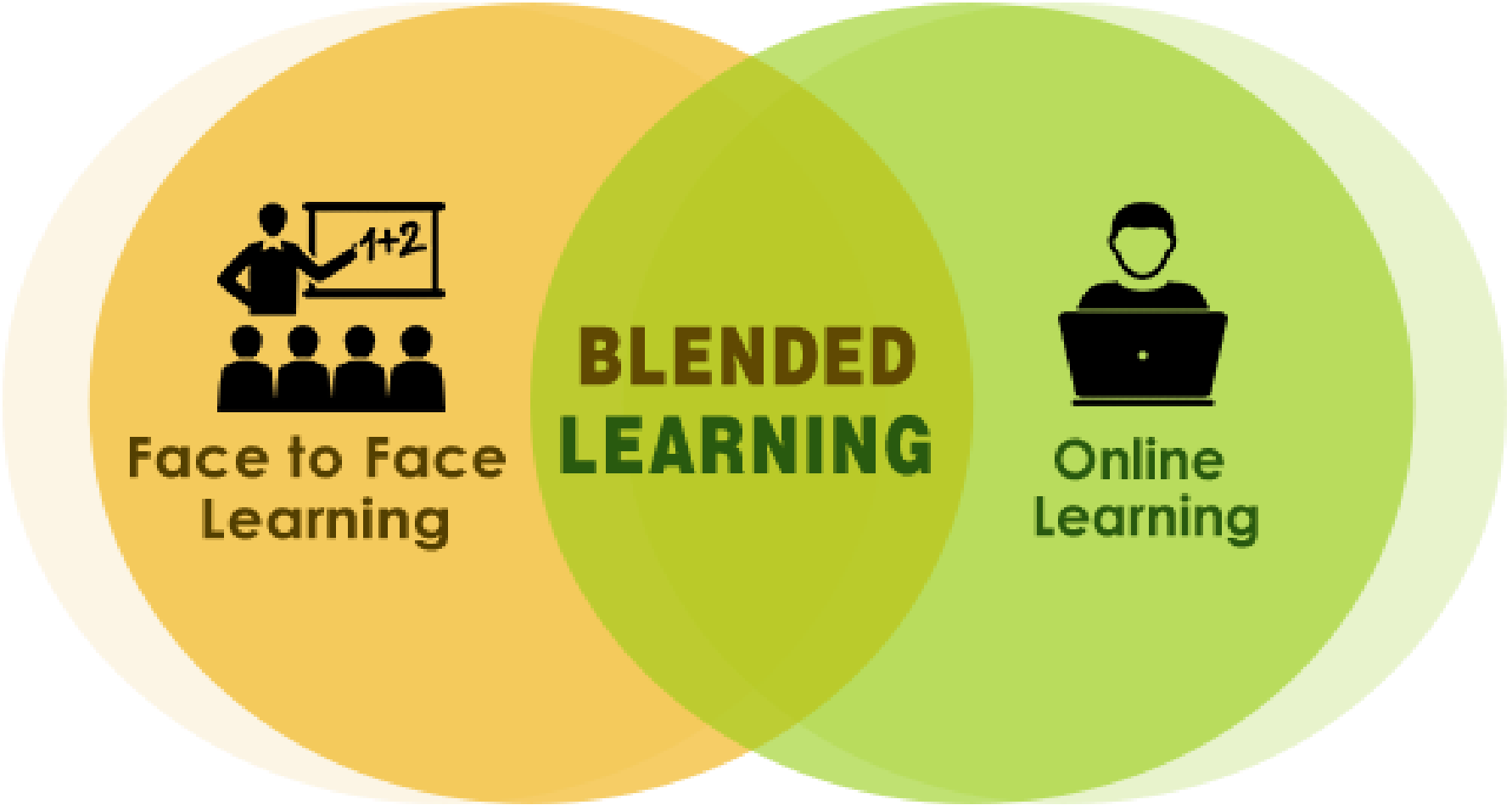
1. Blended Learning



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1.1. Definition of Blended Learning

Blended learning is defined as the learning emerged from the combination of in-class face to face learning and online learning.

(Driscoll, 2002)

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1.2. Tips for Designing a Successful Blended Learning Strategy

1.2.1. Define goals and expectations beforehand.

- What that technology will be;
- How technology will be used;
- What learning goals technology must serve;
- How interactive is your eLearning course going to be;
- To what degree will technology be used?;
- How often do you encourage your learners to use technology?

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1.2. Tips for Designing a Successful Blended Learning Strategy

1.2.2. Offer supplemental online resources.

- Offer students an abundance of supplemental resources;
- Provide them with a list of articles and sites they might find helpful;
- Give them the opportunity to learn more on their own through informative eLearning videos and online lectures.

1.2. Tips for Designing a Successful Blended Learning Strategy

1.2.3. Evolve and expand.

- Get regular feedback from your learners what is working and what needs to be fine-tuned;
- Conduct surveys, polls, and interviews to determine how you can create an effective blended learning strategy;
- Offer consistent support for your learners.

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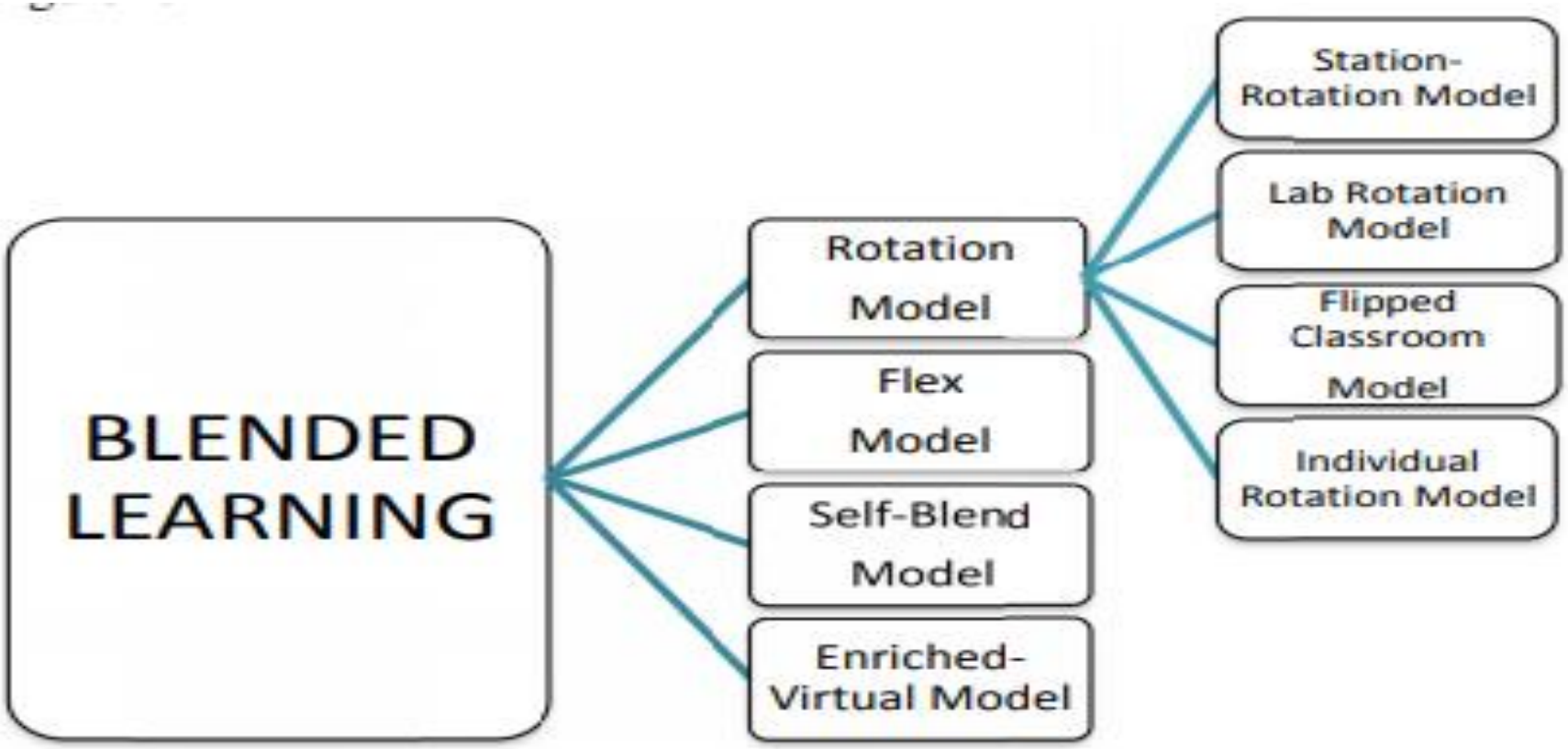
1.3. Blended Learning in Action

https://www.youtube.com/watch?v=auzwH1mK2TY

1.4.Blended Learning Models



Flipped classroom as a blended learning model (Staker & Horn, 2012)

FLIPPED
CLASSROOM

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2. The Flipped Classroom

https://www.youtube.com/watch?v=iQWvc6qhTds

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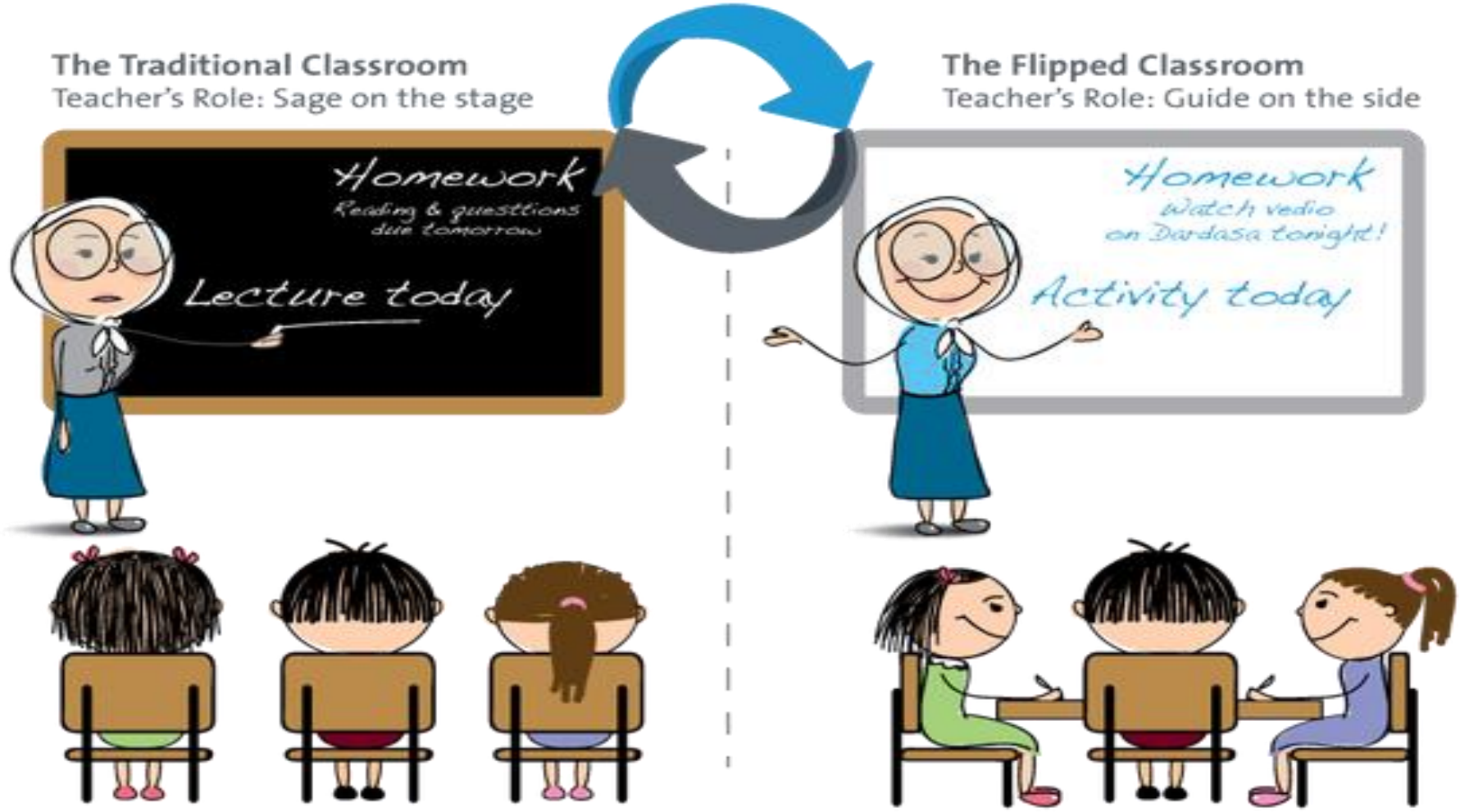
The Traditional Classroom vs The Flipped Classroom



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The traditional classroom

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The flipped classroom

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The flipped classroom

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The flipped classroom

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2.1. Definition

- Jeremy F. Strayer (2012) *An inverted (or flipped) classroom is a specific type of blended learning design that uses technology to move lectures outside the classroom and uses learning activities to move practice with concepts inside the classroom.*
- Johnson, Adams Becker, Estrada, & Freeman, (2015). *A model of learning that rearranges how time is spent both in and out of class to shift the ownership of learning from the educators to the students.*

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2.2. Four Pillars of Flip

- **F**lexible environment (space, mode of delivery and timelines for learning)
- **L**earning culture (student-centered inquiry)
- **I**ntentional content (direct instruction b4 class)
- **P**rofessional educator (reflective and accessible; collaborates and perfects one's craft)

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Lecturer as facilitator

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Lecturer as counselor

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Lecturer as consultant

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Lecturer as curator

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Lecturer as concierge

2.3. Benefits of the Flipped Classroom

Students can

- watch, rewind, and fast-forward;
- stop and reflect;
- devote class time to application of concepts;
- have better opportunity to detect errors in thinking;
- improve social interaction and peer support.

2.4. Microflipping

Microflipping includes:

- Lecture of 5 minutes maximum;
- Clickers, mobile apps, videos, activities, conversation, etc.;
- Constant balance between lecture and activity is by creating a script that outlines what content and activities will be covered during class, and which technological tools will be used.

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2.5. Ways to Get Learners to Do the Work before Class

- Model it;
- Points awarded;
- Test on it, email back 2-3 answers;
- Make it an expected part of the community.

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2.6. Ways to Motivate to Flip

- Grade their prework;
- Inspire;
- Share the purpose, rationale, objectives;
- Use it;
- Bring back former students for testimonials;
- Build on it (not a one-off activity).

2.7. Expert Tips for Flipping

- Use existing technology to ease faculty and students into a flipped mindset;
- Be up front with your expectations;
- Step aside and allow students to learn from each other;
- Assess students' understanding of pre-class assignments to make the best use of class time. Set a specific target for the flip;
- Build assessments that complement the flipped model.

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2.8. Flipped Content

- Video captured from conferences;
- Webinar recordings;
- Brief audio or video interviews;
- Screen recordings;
- Various publications.

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2.9. Flipping May Require

- More time and effort to prepare;
- Resource investments;
- Prepared learners;
- A different instructional philosophy;
- Active participation.

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2.10. Seven Unique Flipped Classroom Models

2.10.1. The standard inverted classroom

➢Students:

- Watch video lectures and read materials relevant to the next day's class
- Practise what they have learned through traditional schoolwork in class

➢Lecturer:

- Free up for additional one-on-one time

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2.10. Seven Unique Flipped Classroom Models

2.10.2. The discussion-oriented flipped classroom

➢Lecturer:

- Assign lectures videos, other videos and reading related to the day's subject

➢Students:

- Discuss and explore the subject

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2.10. Seven Unique Flipped Classroom Models

2.10.3. The demonstration-focused flipped classroom

Have a video presentation to be able to rewind and rewatch

➢Lecturer:

uses screen recording software to demonstrate the activity

➢Students:

follow along at their own pace

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2.10. Seven Unique Flipped Classroom Models

2.10.4. The faux-flipped classroom:

- Students:

- watch lecture video in class;

- review materials at own pace;

- Lecturer:

- offer individual support

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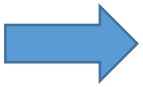
2.10. Seven Unique Flipped Classroom Models

2.10.5. The group-based flipped classroom

➢Students:

- watch lecture videos and other resources before class;
- team up to work together on that day's assignment.



- learn from one another;
- learn what the right answers are;
- explain to a peer why the answers are right.

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2.10. Seven Unique Flipped Classroom Models

2.10.6. The virtual flipped classroom

➢Lecturer:

- share lecture video for student viewing;

- assign and collect via online learning management systems.

➢Students:

- attend at scheduled time for brief one-on-one instruction based on that individual student's needs.

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2.10. Seven Unique Flipped Classroom Models

2.10.7. Flipping the teacher

➢Lecturer:

shares video

➢Students:

- do their record role-play activities;

- film themselves presenting a new subject or skill

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2.11.Tips for Designing a Successful Flipped Learning Strategy

2.11.1. Prioritize learning goals and objectives.

- To figure out what elements of the lesson should be covered and which are better suited for classroom time.

2.11.2.Give learners the opportunity to apply their knowledge.

- Encourage students to apply their new skills and information through interactive role plays, and other classroom project-based learning activities

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2.11.Tips for Designing a Successful Flipped Learning Strategy

2.11.3. Make online videos concise and clear.

keep your online videos short and concise, while still including all major points. (five to ten minutes)

→ have to be direct and choose your words very carefully.

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2.12. The Practical Guide to Flipping Your Classroom

- How to make videos easily available, consistently, and securely
- How to enable teachers to record video in any location
- Ensuring instructors can record anything, no matter how complex
- Ensuring students can find any topic in any video when needed

Download link:

https://www.panopto.com/resource/practical-guide-to-flipped-classrooms/

LECTURE

- L– Lively
- E – Educative
- C – Creative
- T – Thought provoking
- U – Understanding
- R – Relevant
- E – Enjoyable

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