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Flipped Classroom Methodology

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Flipped classroom methodology

Flipped classroom approaches remove the traditional transmissive lecture and replace it with active in-class tasks and pre-/post-class work.

Four necessary components of flipped classroom:

- channel of comunication;
- appropriate materials (activating the students);
- group work methods;
- regular verification of learning outcomes.

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How to flipp classroom?

- A flipped classroom is the method where students are introduced to content at home, and practice working through it at school.
- In this blended learning approach, face-to-face interaction is mixed with independent study via technology. Students watch pre-recorded videos at home, then come to school to do the homework armed with questions and at least some background knowledge.

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The Role of the Teacher

The teacher in a flipped classroom takes on a different role than what we normally envision. In a flipped classroom, the teacher does not give direct instruction. Their role becomes one of a facilitator who sets up the content, maps out homework, and provides a welcoming learning space that students can explore in.

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The Roles of the Students

Well, if the teacher isn't giving students direct instruction, who is? In the flipped classroom, this responsibility falls on the students, making them the captains of their own learning ship.

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Course design

Course design should start with the student's learning outcomes, designing for flipped classroom involves preparing the instruction according to three phases: preparation before a scheduled class session, practicing during a scheduled class session, and extending learning after a scheduled class session.

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1. Preparation

Create or collect instructional materials to introduce content online, allowing students to access it asynchronously.

Teacher should prepare an interactive assessments: quizzes, discussion forums, minute papers, polls, or other tools, either embedded within or required after a video, to engage students and to hold them accountable for their own learning.

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2. Practice

Prepare activities that require students to apply the content they reviewed before class. Activate them to analyze, evaluate, create, synthesize, and connect with other areas of your content and the real world. You can use the class time to design a group project, meetings or use group quizzes, surveys, online quests. Also determine with the student which content is the most difficult and requires additional work.

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3. Learning after classes

Goals and model educational learning information. The third phase, however, does not have to be only the final witness, it can be a time of consolidating the content and in-depth. Other options including independence of their work or a work process in a given discipline, a repetition of work based on feedback received during the course, or a summary or review of criticisms of the practice

Work in the instrumentation can also be high grade evaluation, exhibited work as part of the review rate as part of the science workshop as part of the learning to master the skills.

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How to activate students?

- Activate students during classes and their own work.
- Ask questions that will be answered in commentaries.
- Divide the students into small groups and assign each one an appropriate task.
- Guide and support them during their work.
- Use video materials, podcasts and Kolb's cycle.

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Hazards in the FTC method:

- technological issues;
- resistance to change;
- lack of self-discipline.

Teacher need to introduce the students to the method used, explain to them what it is about, what are the benefits of being their guide during the first tasks

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Positive effects

Develop their skills according to 4x C:

- Collaboration;
- Communication;
- Critical Thinking;
- Creativity.

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