

Scenario Title: FLIPPED CLASSROOM

Countries: Italy, Portugal

Duration (no. of one hour lessons)	1 lesson	It depends on the students. (in and out of school hours)	1-2 lessons	1 lesson	2-3 lessons	1 lesson	2-3 lessons and time out of school hours
Learning Activities							
Goal (learning objectives, match to curriculum)	The goal is to develop independent study and collaborative skills and self-organised learning.	The goal is to develop research and critical thinking skills.			The goal is to learn to learn.		
Description of each learning activity	<p>Students:</p> <ul style="list-style-type: none"> listen, then discuss and refine the design brief according to individual needs and styles and familiarize themselves with and understand fully the new task; record discussions, reflections and decisions; form teams for collaborative work and define roles; start brainstorming the flipped classroom. <p>Teacher:</p> <ul style="list-style-type: none"> presents the topic to be 'flipped' and the design brief, giving instructions and examples; introduces the task and negotiates the assessment criteria with the class; asks questions to enhance understanding 	<p>Students:</p> <ul style="list-style-type: none"> explore resources and videos suggested by their teacher and observe/take notes on the method of the flipped classroom; research, locate and collect resources to understand how to perform the task; share resources and observations with classmates; record observations (written or video) individually or in teams. <p>Teacher:</p> <ul style="list-style-type: none"> plans a web quest to guide resource exploration; guides research; supports / challenges choices; listens to their observations. 	<p>Students:</p> <ul style="list-style-type: none"> 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); create mind maps in small groups or with all the class relating concepts to make connections between them; analyze and record comments on the findings. <p>Teacher:</p> <ul style="list-style-type: none"> stimulates oral discussion and monitors / guides activities; supports students and discusses their ideas with them. 	<p>Students:</p> <ul style="list-style-type: none"> are now ready to prepare 'the class' at home; watch video/s on the topic, and take notes to discuss in the classroom where concept engagement takes place; analyze issues through direct collaborative experience under the teacher's guidance. <p>Teacher:</p> <ul style="list-style-type: none"> once students have watched the video/s at home, stimulates oral discussion in class and supports work using ICT tools. 	<p>Students:</p> <ul style="list-style-type: none"> perform the model of the flipped classroom to experts and schoolmates in order to validate it; contribute to an online debate, possibly involving parents, experts; conduct an online poll to collect opinions or understanding of a topic under discussion. <p>Teacher:</p> <ul style="list-style-type: none"> organises validation; records reflections; collects feedback, analyses comments and interprets them for any re-design of the model. <p>Experts:</p> <ul style="list-style-type: none"> comment on the prototype model. 	<p>Students:</p> <ul style="list-style-type: none"> re-design the prototype model taking into account the validation results. <p>Teacher:</p> <ul style="list-style-type: none"> monitors activity, ensuring each student is on task. 	<p>Students:</p> <ul style="list-style-type: none"> present their design results and process through a video and documentation; share the video/documents with other students, their families and the school community; promote in other classes, inspire potential future users of the prototype; discuss future steps.

	<p>of the task leaving room for suggestions for change;</p> <ul style="list-style-type: none"> monitors team formation ensuring each student has an appropriate role; monitors brainstorming, ensuring that this activity, which underpins the rest of the scenarios, is fully completed. 						
Learning Environment(s) (physical or virtual settings in which learning takes place)	<ul style="list-style-type: none"> school (classroom, computer lab or outside) physical space in classroom needs to be organized differently 	<ul style="list-style-type: none"> home ➤ Important throughout to specify which activities are flipped, i.e. outside school 	<ul style="list-style-type: none"> school (classroom, computer lab or outside) 	<ul style="list-style-type: none"> home and school 	<ul style="list-style-type: none"> school (classroom, computer lab or outside) 	<ul style="list-style-type: none"> school (classroom, computer lab or outside) 	<ul style="list-style-type: none"> school (classroom, computer lab or outside)
Digital technologies and tools	<ul style="list-style-type: none"> Tablets – benefits and use to be made clear, e.g. for more experiential or problem-based activities IWB Android Window 8 Apps, OneNote videos and Audio Recorder, TeamUp, ClassDojo, Classcharts, Kodu, Scratch, Audacity... video to introduce the 'Flipped Classroom' Lino/Wallwisher for brainstorming Edmodo or other e-learning environments 	<ul style="list-style-type: none"> TeamUp, Browsers, YouTube, OneNote; Communication Tools (Skype, Facebook and Social Networks) repositories Edmodo or other e-learning environments 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> IWB presentation tools note-taking tools OneNote Edmodo or other e-learning environments Team-up 	<ul style="list-style-type: none"> IWB Team-up video recorder audio and video editing tools OneNote communication tools (Skype, Facebook and Social Networks) Edmodo or other e-learning environments Team-up video-channels 	<ul style="list-style-type: none"> IWB communication tools repositories Team-up Edmodo or other e-learning environments Team-up video-channels
Roles (teacher, students, parents, experts, etc.)	<p>Teacher:</p> <ul style="list-style-type: none"> ➤ 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 	<p>Teacher:</p> <ul style="list-style-type: none"> prepares, supports and monitors ➤ define clearly how the teaching and learning process can benefit from parental involvement – very important in the flipped classroom <p>Students:</p>	<p>Teacher:</p> <ul style="list-style-type: none"> listens, questions, supports ➤ role of the teacher (as a coach) needs to be described at all stages <p>Students:</p> <ul style="list-style-type: none"> listen, discuss 	<p>Teacher:</p> <ul style="list-style-type: none"> tutors and monitors differentiated groups <p>Students:</p> <ul style="list-style-type: none"> observe, question and share 	<p>Teacher:</p> <ul style="list-style-type: none"> listens, observes, coaches <p>Students:</p> <ul style="list-style-type: none"> act, discuss, share 	<p>Teacher:</p> <ul style="list-style-type: none"> observes and coaches <p>Students:</p> <ul style="list-style-type: none"> discuss and plan 	<p>Teacher:</p> <ul style="list-style-type: none"> observes, coaches, supports <p>Students:</p> <ul style="list-style-type: none"> discuss, plan, share

	<ul style="list-style-type: none"> prepares, inspires, coaches, questions and listens <p>Students:</p> <ul style="list-style-type: none"> listen, discuss, negotiate, organise 	<ul style="list-style-type: none"> explore, observe, collect and share <p>Parents (throughout):</p> <ul style="list-style-type: none"> 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. 					
<p>Collaboration, team work</p> <p>Individual work, personalisation</p>	<p>Students:</p> <ul style="list-style-type: none"> organise themselves into groups/teams; discuss the challenge the teacher is setting to them and negotiate; plan how to shape their team tasks; question and improve given tasks; personalise tasks according to their needs, style, time. 	<p>Students:</p> <ul style="list-style-type: none"> work at home or at school alone and/or in teams; share findings in a virtual environment; watch videos at their own pace. 	<p>Students:</p> <ul style="list-style-type: none"> map their findings in teams; create mind maps collaboratively and share them online. 	<p>Students:</p> <ul style="list-style-type: none"> work individually or in teams at home; collaborate at school through discussion and work with technology. 	<p>Students:</p> <ul style="list-style-type: none"> team work to present the project, analyze feedback and re-design 	<p>Students:</p> <ul style="list-style-type: none"> team work to re-design 	<p>Students:</p> <ul style="list-style-type: none"> team work to disseminate results
<p>Reflection (reflecting upon one's learning and reporting activity status and progress)</p> <p>Assessment (type, instruments)</p>	<p>Reflection Students record their feedback on the design brief.</p> <p>Assessment 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.</p> <p>Students: Students share opinions on lessons learned, participate in discussions to clarify understanding or receive feedback using blogs, chat or ePortfolio.</p>	<p>Reflection Students observe, record and share reflections.</p> <p>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.</p> <p>Assessment Teacher: The teacher assesses the work of each student and team according to the identified resources, in terms</p>	<p>Reflection Students record their observations.</p> <p>Assessment Teacher: Teacher assesses how students take part in the discussion, recognize relationships between their findings and analyze them. Individual participation in the creation of the mind map.</p> <p>Students: Peer feedback Throughout: create a poll to collect opinions or understanding of a topic or to support a position or argument that is discussed online and/or in the classroom.</p>	<p>Reflection Students record their observations.</p> <p>Assessment Teacher: Teacher assesses how students 'prepare the class', take part in the discussion and perform lab work.</p> <p>Students: Peer feedback</p>	<p>Reflection Students record their observations.</p> <p>Assessment Teacher: Teacher assesses students' ability to be in charge of a workshop, to work with experts (contact, ask for collaboration, discuss and negotiate), to explain and present ideas to people who have not followed the project progression, receive 'criticism' and incorporate expert views into the project.</p> <p>Students: Self-assessment</p>	<p>Reflection Students record observations.</p> <p>Assessment Teacher: Teacher assesses the work of team students to re-design the project.</p> <p>Students: Peer feedback and self-assessment</p>	<p>Reflection Students record their observations.</p> <p>Assessment Teacher: Teacher assesses students' multimedia editing skills, students' collaboration on the project, students' ability to document, communicate and summarize learning processes and present prototypes and results to others.</p> <p>Students: Peer feedback and self-assessment</p>

		of relevance, efficacy and breadth. Students: Peer feedback					
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Additional comments from advisory board:

- Digital learning objects (all LOs in Lithuanian)
 - Flipped classroom: <http://musumokykla.lt/>
 - Videos: <http://mkp.emokykla.lt/gamta5-6/lt/mo/demonstracijos/>; <http://gamta7-8.mkp.emokykla.lt/>; <http://geografija6-8.mkp.emokykla.lt/>; <http://sauga-sveikata5-8.mkp.emokykla.lt/>; <http://mkp.emokykla.lt/imo/>; <http://mkp.emokykla.lt/fizika9-10/fobjects>; <http://mkp.emokykla.lt/saugi-chemija/>; <http://mkp.emokykla.lt/enciklopedija/lt/>
 - Mind maps: 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/> ; Flipped Learning Resources, by Dan Spencer
https://docs.google.com/document/d/1IOI5-tXZvOEVCFhoN5hlsccnRa-8_77nx3GDdB6C-tE/edit; A compiled resource page of the Flipped Classroom (with videos and links) can be found at <http://www.scoop.it/t/the-flipped-classroom>

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