

Annual International HUPE Conference
12-14 Nov 2021
Poreč, Croatia

The flipped classroom - why it is a good idea and how to start off

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Life will never be

the same again...

Digital tools and platforms

But there's more...

May 2020

Survey (58 secondary school students)

What elements of remote teaching would you keep after we've returned to face-to-face teaching?

- Online homework
- Whatever can be completed digitally (eg. writing tasks, home assignments) should be handed in online. This should make it easier for the teacher as well if they don't need to collect all the notebooks and mark them on paper.
- I really like online classes - and not because I can sit at home. I wouldn't mind if we could keep this.
- It'd be great if we didn't have to go to class at times, but we could watch a video at home instead.
- Lots of pair work and group work.



hybrid teaching



flipped classroom

Definitions

- **Hybrid teaching**

- **Flipped classroom**

Traditionally:

New info ~ from teacher ~ in class



New info ~ learner discovery ~ outside class

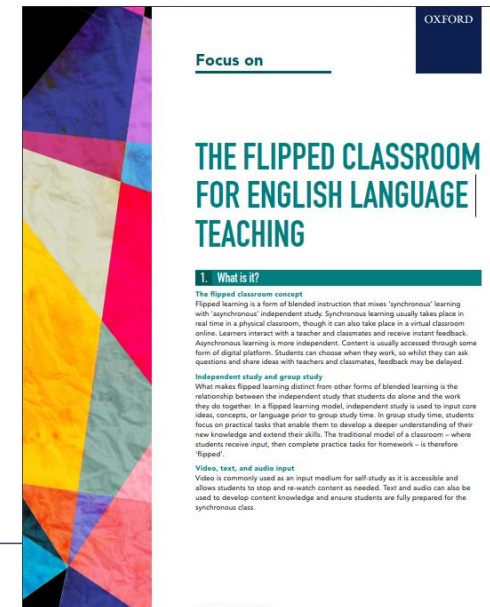


Flipped classroom: a definition

In a flipped learning model, independent study is used to input core ideas, concepts, or language prior to group study time. In group study time, students focus on practical tasks that enable them to develop a deeper understanding of their new knowledge and extend their skills.

The traditional model of a classroom – where students receive input, then complete practice tasks for homework – is therefore ‘flipped’.

Nik Peachey: Focus on The Flipped Classroom. (OUP focus paper – free to download: www.oup.com/elt/expert)



Independent study: input core ideas, concepts, language
– what sources?

- YouTube videos (TikTok?)
- Powerpoint animations
- Infographics
- Websites (with reliable info)

Teacher preparation:

Check for

- content,
- language level,
- reliability of source



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Independent study: input core ideas, concepts, language

– sources

<https://piktochart.com>

- Infographics:

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8 AMAZING FACTS ABOUT COUNTRIES AROUND THE WORLD

FRANCE
If you count everything including overseas territories, then France claims the title by covering 12 time zones.

CANADA
With over 3 million lakes, 9% of Canadian territory is actually fresh water and over 60% of all the lakes in the world are found within its borders.

SINGAPORE
Singapore is the largest urban city-state that does not have an agriculture based economy.

RUSSIA
Siberia is home to approximately 25% of the world's forests that span an area larger than the continental United States.

LIBYA
With 99% of the country covered in desert, Libya is one of the most arid places in the world and in some regions decades may go by without a single drop of rain.

820 PAPUA NEW GUINEA
Although English is its official language, only 1-2% of the population actually speak it. Over 820 languages are spoken in Papua New Guinea, equivalent to 12% of the world's total.

INDIA **UNITED STATES**

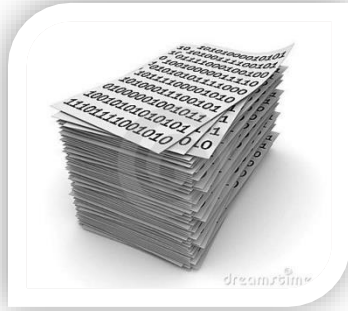
Independent study: input core ideas, concepts, language

– what language content?

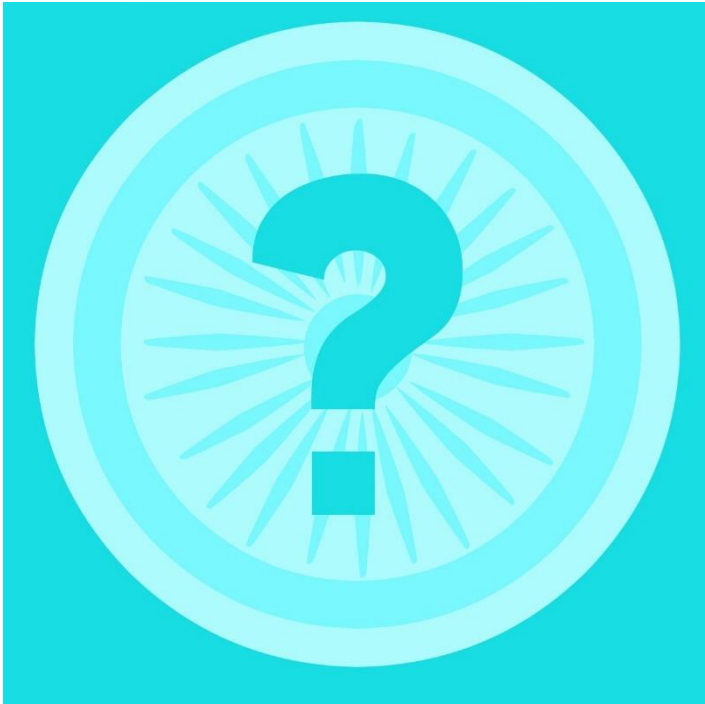
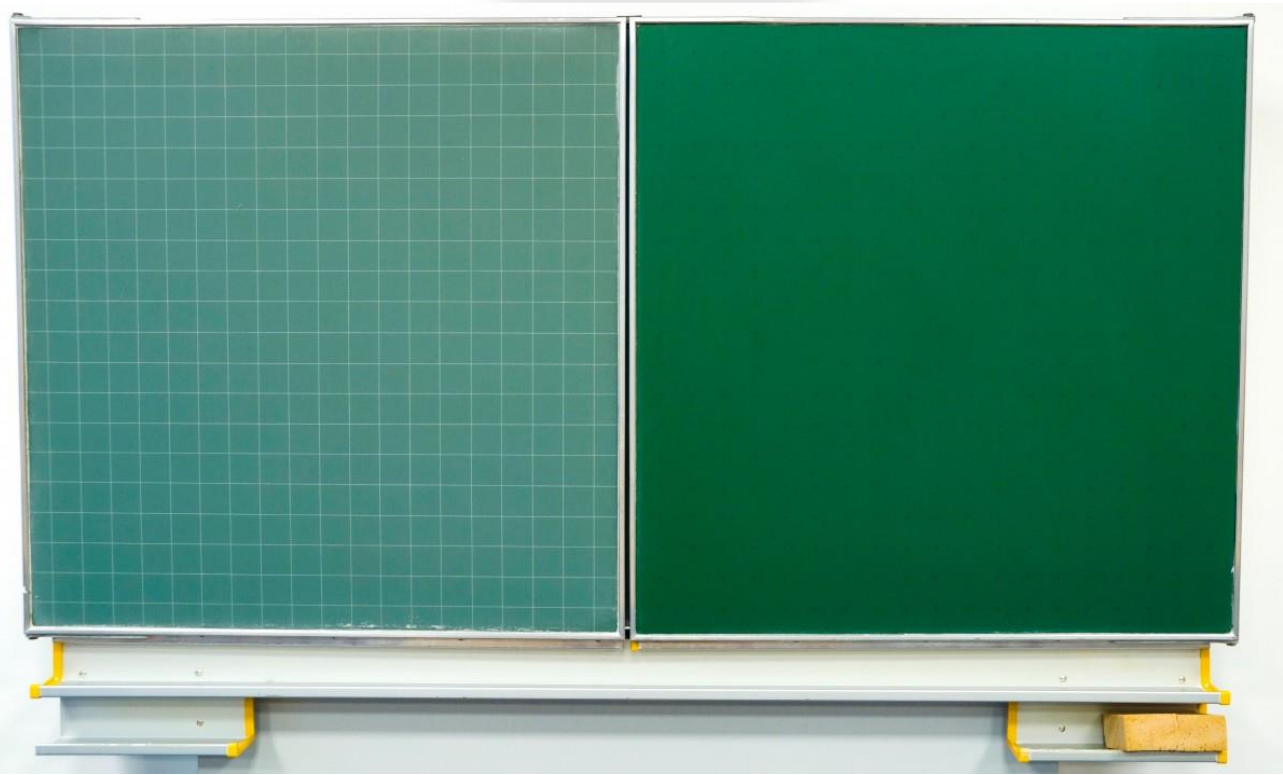
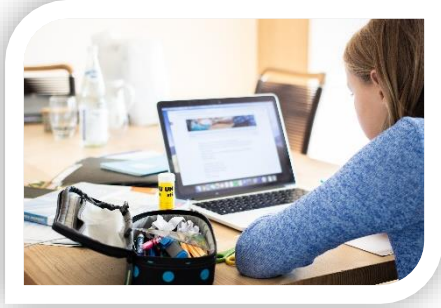
- grammar points → eg. *Present Perfect*
- vocabulary sets
- reading texts
- - ...



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Present Perfect



To Do:

- water the plants
- feed the cat
- call Rob (birthday!)
- send email to Sarah
- do the dishes

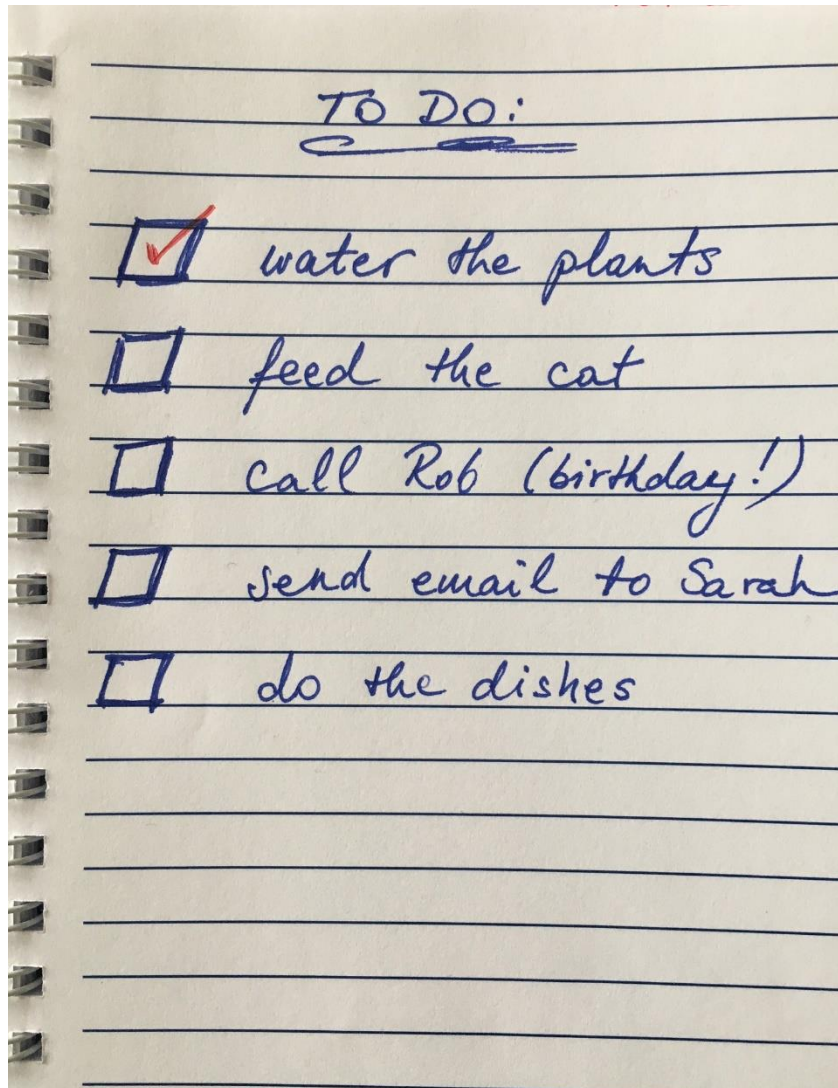
I have to water the plants.

I have to feed the cat.

I have to call Rob. (It's his birthday!)

I have to send an email to Sarah.

I have to do the dishes.



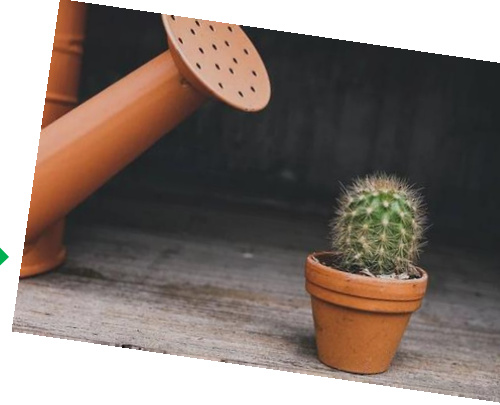
I have watered the plants. ✓

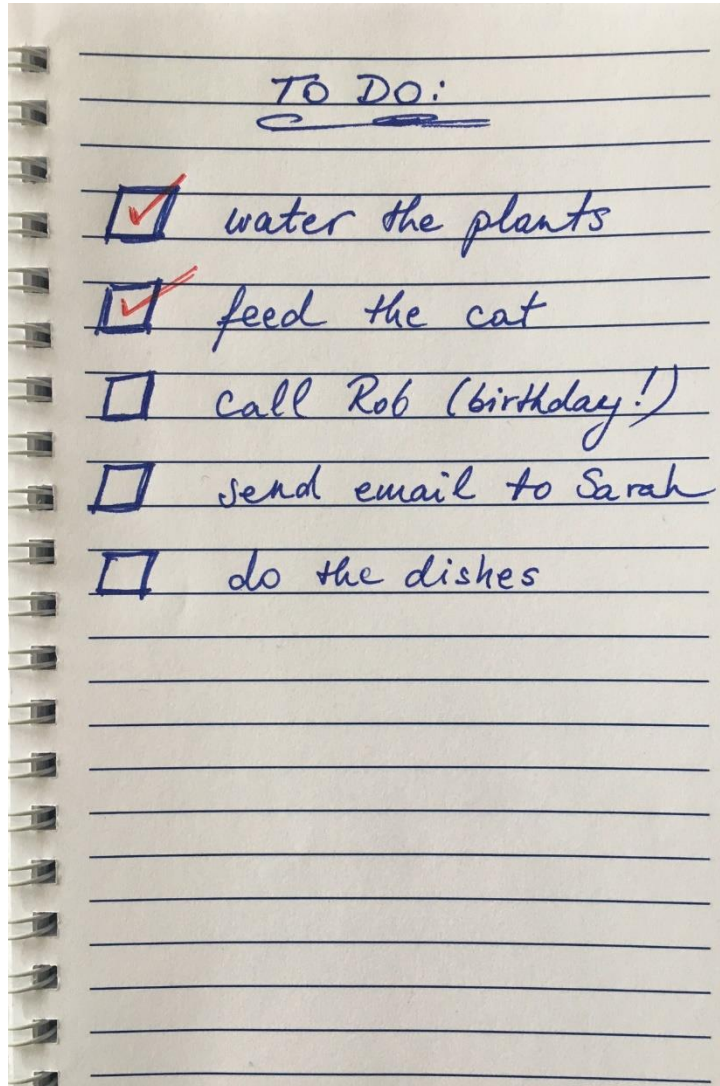
I have to feed the cat.

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I have to do the dishes.

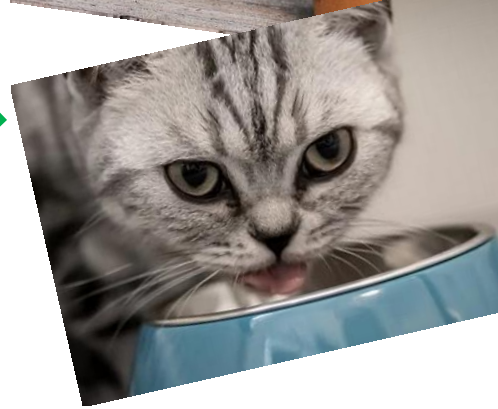




I have watered the plants.



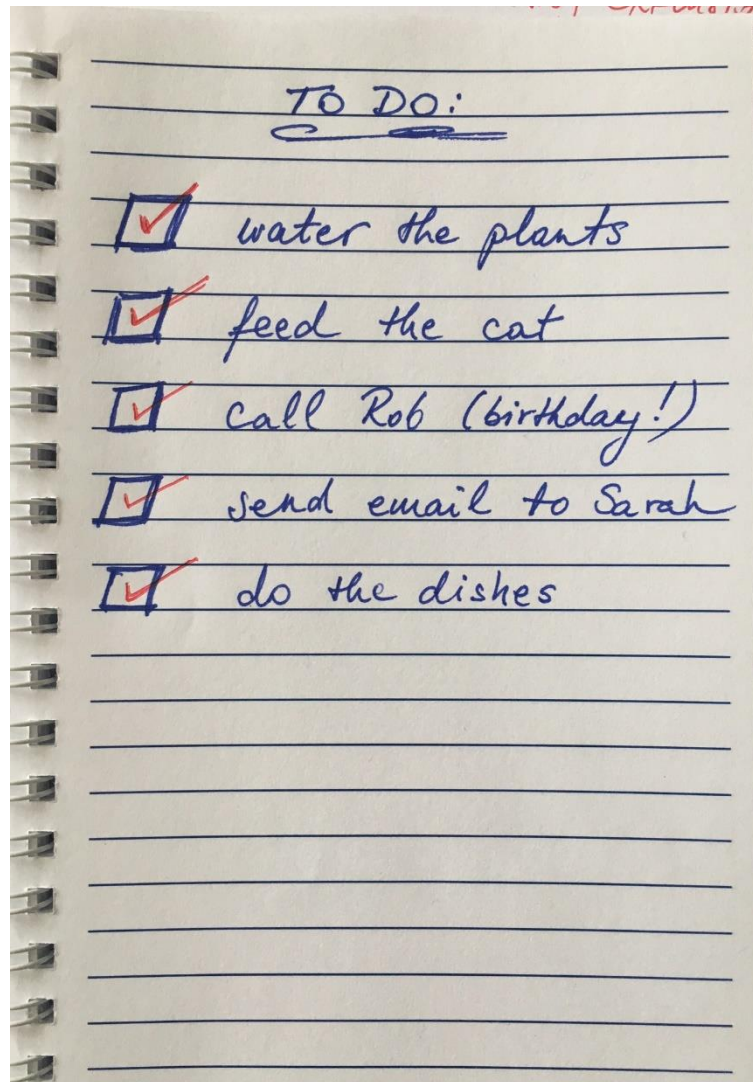
I have fed the cat.



I have to call Rob. (It's his birthday!)

I have to send an email to Sarah.

I have to do the dishes.



I have watered the plants.



I have fed the cat.



I have called Rob.

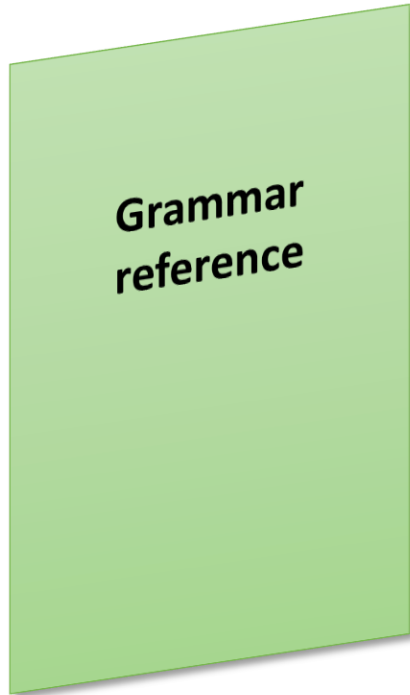
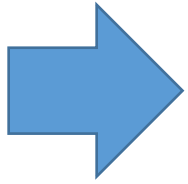


I have sent the email to Sarah.



I have done the dishes.





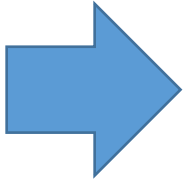
I have watered the plants.

I have fed the cat.

I have called Rob.

I have sent the email to Sarah.

I have done the dishes.



- Write a to-do list.
- Write sentences: "I have to..."
- Write sentences : "I have [Present Perfect]"

What are we doing? – The benefits

- Changing student/teacher roles
- Giving students agency – making them responsible for their own learning
- Allowing time for each student to spend as much as they need on internalising input
- Allowing students to personalise content – if it's motivating, they'll want to find out more
- Improving self-esteem, and, in turn, higher level of engagement

This is, essentially:
→ Learner autonomy

Learner Agency – Position Paper



Learner Agency: Maximizing Learner Potential

NEW

Nurture independent learners who have the confidence to take risks and learn from their mistakes.

- Create more confident, engaged, and effective learners.
- Encourage a growth mindset and a lifelong investment in learning.
- Get expert advice you can adapt to any context or teaching situation.
- Join professional development events and get exclusive resources.

[Download now >](#)

What are the challenges? Fears?

- Time consuming (producing own materials)
- Giving responsibility to learners – some will misuse / abuse this (and might not prepare)
- Little control over what happens next in class
- Different circumstances at home – parental support?

Overcoming challenges

- Time consuming (producing own materials)
- Learners who don't prepare
- Little control over what happens next in class
- Different circumstances at home – parental support?

- *Do only once – build up a bank of resources*
- *Put them in groups with those who do – peer pressure*
- *Start small: just 1 or 2 flipped class per month*
- *Think how you can involve parents or get their support*

Overcoming challenges – learning from peers, teaching peers

- Learners who don't prepare:
- Put in groups with those who do →

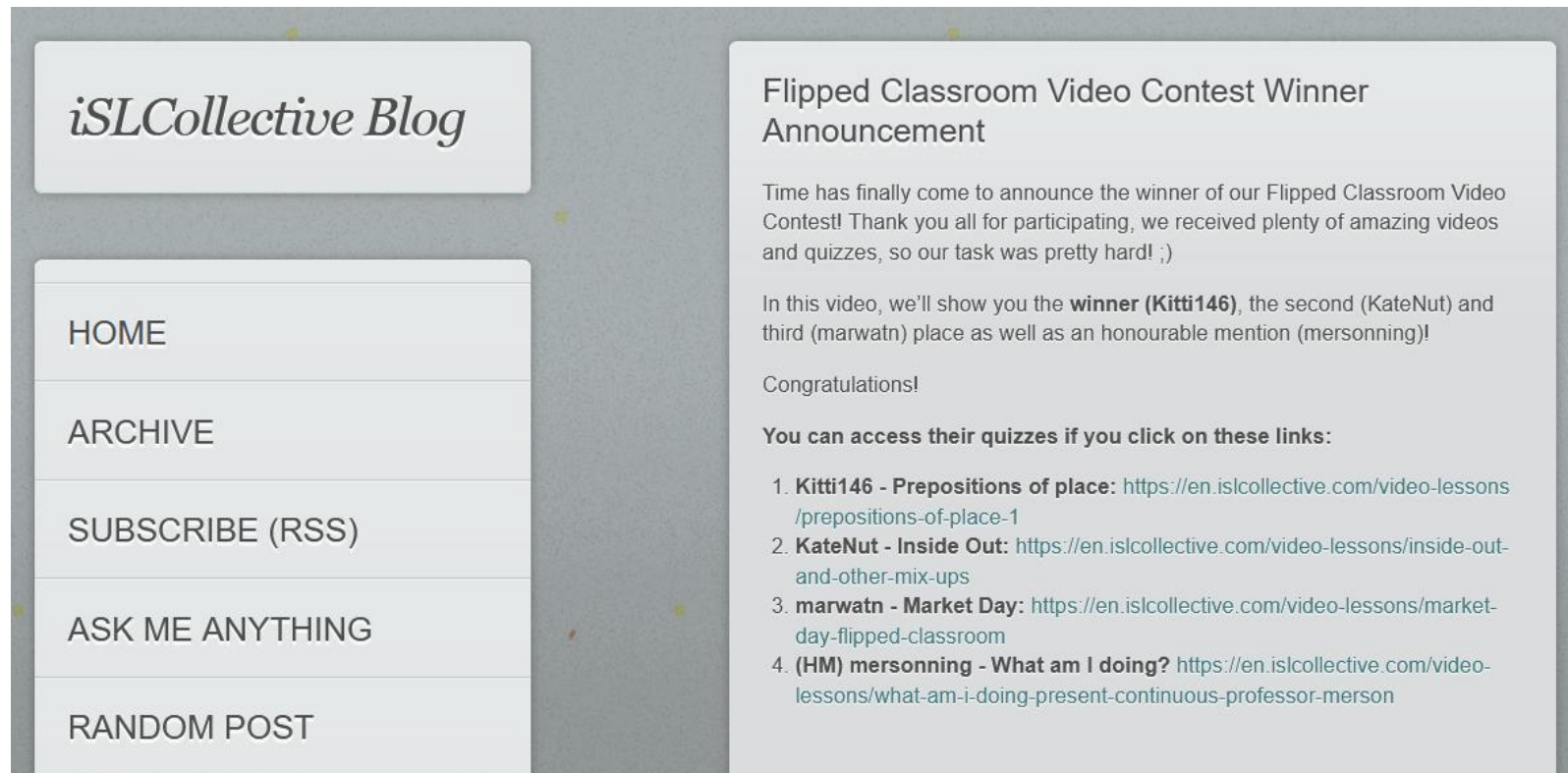
Learning by teaching

Learning from peers
(motivation, peer pressure, group cohesion)

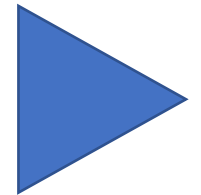
Market Day by Marwa Tounsi



Market Day by Marwa Tounsi – *iSLCollective* Flipped Classroom video contest



The image is a screenshot of the iSLCollective Blog website. On the left side, there is a navigation menu with the following items: HOME, ARCHIVE, SUBSCRIBE (RSS), ASK ME ANYTHING, and RANDOM POST. The main content area on the right features a post titled "Flipped Classroom Video Contest Winner Announcement". The text of the post reads: "Time has finally come to announce the winner of our Flipped Classroom Video Contest! Thank you all for participating, we received plenty of amazing videos and quizzes, so our task was pretty hard! ;)" followed by "In this video, we'll show you the **winner (Kitti146)**, the second (KateNut) and third (marwatn) place as well as an honourable mention (mersonning)!" and "Congratulations!". Below this, it says "You can access their quizzes if you click on these links:" and lists four items: 1. **Kitti146 - Prepositions of place:** <https://en.islcollective.com/video-lessons/prepositions-of-place-1>; 2. **KateNut - Inside Out:** <https://en.islcollective.com/video-lessons/inside-out-and-other-mix-ups>; 3. **marwatn - Market Day:** <https://en.islcollective.com/video-lessons/market-day-flipped-classroom>; 4. **(HM) mersonning - What am I doing?** <https://en.islcollective.com/video-lessons/what-am-i-doing-present-continuous-professor-merson>



How to start off – classroom implementation

- Start small and move on bit by bit
- Lots of trial and error – abandon if something doesn't work
- Classroom arrangement – opportunities for group work and monitoring?
- Be confident with the platforms you want to use / students are asked to use
- Involve parents to support the idea



- Questions, comments?
- esztergalyos.kolos@gmail.com

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