



THE SYSTEM OF SUPPORT FOR ACADEMIC TEACHERS IN PROCESS OF SHAPING SOFT SKILLS OF THEIR STUDENTS

<https://wspaerasmus.wixsite.com/supportsystem>



Erasmus+

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MÓDULO

EXAMPLES OF HOW TO INTEGRATE TECHNOLOGY IN THE LEARNING PROCESS



TOPIC

FLIPPED CLASSROOM

(FACE TO FACE SESSION)



SOME BACKGROUND

Baker, J. (2000). The “classroom flip”: Using web course management tools to become the guide by the side. In J. A. Chambers (Ed.), Selected papers from the 11th International Conference on College Teaching and Learning (pp. 9-17). Jacksonville, FL US: Florida Community College at Jacksonville.

- Idea – to use the class time to carry out activities to deepen the knowledge of students without compromising the syllabus.
- Made available online notes of oral presentations.
- *In class* students made group work, exercises.
- ... more control over their own learning ... more critical view of content



SOME BACKGROUND

Lage, M., Platt, G., & Treglia, M. (2000). Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment. *Journal of Economic Education*, 30-43.

- Miami University teachers.
- Material given to students allowed them to view video and narrated PowerPoints (audio recording)



SOME BACKGROUND

Bergmann, J., & Sams, A. (2012a). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education. Washington, D.C.

- Chemistry teachers at *Woodland Park High School*, Colorado.
- Some students cut class.
- **(2006)** recorded *powerpoint classes, with audio* and notes and turned it into video. This material was later posted online
- Videos were broadcast and used worldwide,
- Created the not-for-profit, ***Flipped Learning Network*** (<http://flippedlearning.org/>), making available resources and relevant information on the methods.



FLIPPED CLASSROOM - DEFINITIONS

Before class

Students receive materials from the teacher in several formats (video, audio, interactive apps, sites, etc.)

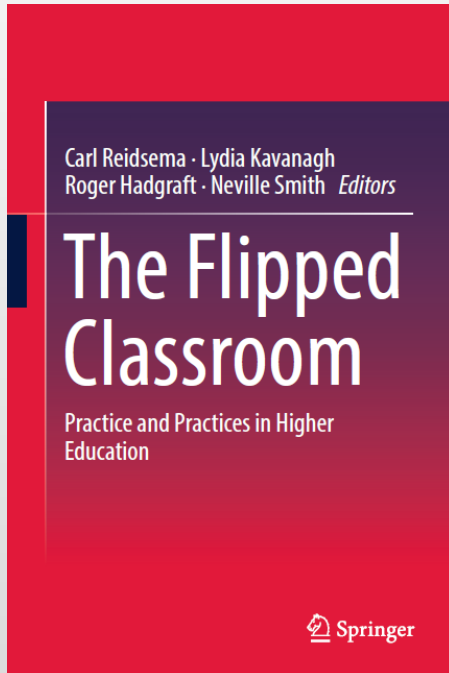
In class

Time used by teacher to deepen the students' knowledge

- Learning methods promote learning with a student-centred model (group work, projects, working in pairs, problem-solving ...)



FLIPPED CLASSROOM



I believe there is not a a single way to flip a classroom. The model must be customized and contextualized by each teacher. A maths flipped classroom is different from a science flipped classroom. And an art flipped classroom is different from an engineering flipped course. The authors did just that. **They took the principles of flipped learning and used them on their contexts for their students' needs.**

Jon Bergmann



FLIPPED CLASSROOM VS FLIPPED LEARNING

- Many authors used either term for the same thing.
- Others separate between them (highlighting learning)

*Flipping a class may, but must not, lead to flipped learning. Many teachers flup classes and make students read outside of class, watch videos or solve additional problems. However,, **in order to be part of flipped learning, teachers must incorporate four pillars in their practice.***



FLIPPED CLASSROOM VS FLIPPED LEARNING

flipped classrooms classrooms come in many shapes, depending on factors like;

- subject;
- Size of class;
- Learning spaces;
- Resources;
- Institutional support.
-

They all have in common the **move from passive learning to active learning** involving students in learning tasks, fostering reflections on learning activities.

Challenges – fundamental changes in culture and both teachers' and students' expectations.



4 PILLARS OF FL

- Flexible environment
- Culture of learning
- Targeted content
- Teacher's professionalism



4 PILLARS OF FL

1. Flexible environment

- Set spaces and deadlines allowing students to interact and reflect on their learning.
- Create opportunities to learn in groups and individually.
- Allow for different approaches and work practices of content and different opportunities for students to show their evolution.
- Flexible assessment – continually observe and students and make the required adjustments.



4 PILLARS OF FL

2. Culture of learning

- Deliberate change from teacher-centred class to a student-centred one
- Involve students in learning processes by allowing them to participate and self-evaluate.
- Cooperative environment, help students explore topics in depth – teacher-student and student-student interactions
- Challenging and enriching activities to keep students motivated



4 PILLARS OF FL

3. Targeted content

- Which contents should be offered to students?
- Which materials should be selected, for each topic, to be made available outside the classroom? Are they appropriate for the students' level? And for the time they have?
- Relationship between contents made available and classroom activities?
- Note: Maximize classroom time for active learning activities



4 PILLARS OF FL

4. Teacher's professionalism

- **Flipped learning** environment requires teachers who can help students create connections between new and prior knowledge.
- Create group and individual learning dynamics.
- Monitor all students and give immediate feedback.
- Promote spaces for evaluation and self-evaluation
- Cooperate and reflect with other teachers and take responsibility for what they put into practice.



PROS AND CONS

DISCUSS

Identify factors that may be seen as **hurdles** to implementing a **flipped classroom, connected to:**

- Teachers
- Estudiantes



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THANK YOU FOR YOUR ATTENTION!



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