



Erasmus+ KA1 Course

# **In the Flipped Classroom**

**Applying Knowledge Before Class as a  
Means for an Active Education**



ErasmusLearn Training Center

[www.erasmuslearn.eu](http://www.erasmuslearn.eu)

Heraklion, Crete, Greece

Organisation ID: E10020547





# Summary

**“Applying knowledge before class as a means for an active education.”**

Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers. Fast forward to the present, and the dramatic growth of online content creation, collaboration, and distribution tools provides practitioners with an accessible toolkit for delivering flipped learning. Video creation and distribution tools provide the opportunity to create flipped content with ease.

Alternatively, there is a wealth of pre-existing media available for reuse. While technology is not a prerequisite, there is no doubt that the intersection of Web 2.0 technology and learning theory has enabled flipped learning to become a valuable addition to the spectrum of blended learning.



# Purpose

In traditional learning, students acquire knowledge in a classroom context and are then sent away to synthesize, analyze, and evaluate this after the class. In the flipped classroom, students acquire knowledge before the class and use classroom time to practice and apply concepts and ideas through interaction with peers and teachers. After the class, students reflect upon the feedback they have received and use this to broaden their learning.

By providing students with the material to gain a basic level of knowledge and understanding before class, classroom time can be used to deepen learning and develop higher-level cognitive skills. One of the core objectives of flipped learning is to move students away from passive learning and towards active learning, where students engage in collaborative activity, peer learning, and problem-based learning. Within this context, the role of the teacher shifts towards that of facilitator and coach by empowering students to take control of their own learning.

The use of technology further enriches the flipped learning process and promotes skills that are essential for 21st-century learning. Flipped classrooms also redefine in-class activities. In-class lessons accompanying a flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. A teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning.

# Objectives

After the completion of the course, participants will be able to:

- Apply the Flipped Classroom as a student-centred learning structure.
- Learn to differentiate Flipped Classroom activities according to students' learning styles, interests, and diverse socio-cultural backgrounds.
- Develop a school policy plan on flipping lessons, integrating ICT tools into the school curriculum.
- Create lessons using technology to present knowledge.
- Find out the ways to create flipped classroom lessons.
- Cover the different types of activities a teacher can use to assess their flipped lesson.
- Utilize ICT in their teaching.
- Develop ICT skills and make use of various Web 2.0 Technology tools and programs.
- Create a media lecture.
- Apply technology to create media for the flipped lesson.

# Course Language

- English
- Note: Participants must have at least a CEFR level B2 knowledge of English in order to be able to participate actively.

# Target Groups

Teachers working in kindergartens, primary schools, and secondary schools.

# Methods & Tools

Lectures, exercises, discussions, teamwork, role-playing, and study visits.

# Course Agenda

## Day 1

- Introductory meeting, explanation of practical arrangements.
- Presentation of timetable.
- Presentations of participating Organizations.
- Icebreakers, Introduction to the Course.

## Day 2

- What Is a Flipped Classroom?
- Flipped Learning—Where to from Here?
- Practice and Practices of Flipping.
- Adaptation of the use of the tools to different teaching & learning situations & contexts.

## Day 3

- Flipped Classroom Design Considerations.
- Technology in the Flipped Classroom.
- Selecting Technology.
- Producing and Distributing Content.
- Assessing Flipped Classrooms.
- Classroom Observation.
- Cultural Activities: Guided tour to the Historical Center of Heraklion.
- Dinner in a traditional restaurant of the town.

## Day 4

- Providing practical guidance to the use of a range of ICT tools.
- Designing lessons based on ICT and flipped classroom modeling.
- Accessing open education materials.
- Creating open education materials.
- Create a media lecture (Workshop).
- Usage of various Web 2.0 Technology tools and programs - exhibition and practice (Workshop).

## Day 5

- Cover the different types of activities a teacher can use to assess their flipped lesson.
- Developing a school policy plan on flipping lessons integrating ICT tools to the school curriculum.
- Erasmus+ program : objectives, priorities, actions, forms, budget, tips for applicants.
- Planning follow up activities, dissemination and exploitation of learning outcomes.
- Course Evaluation.
- Certifications.



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