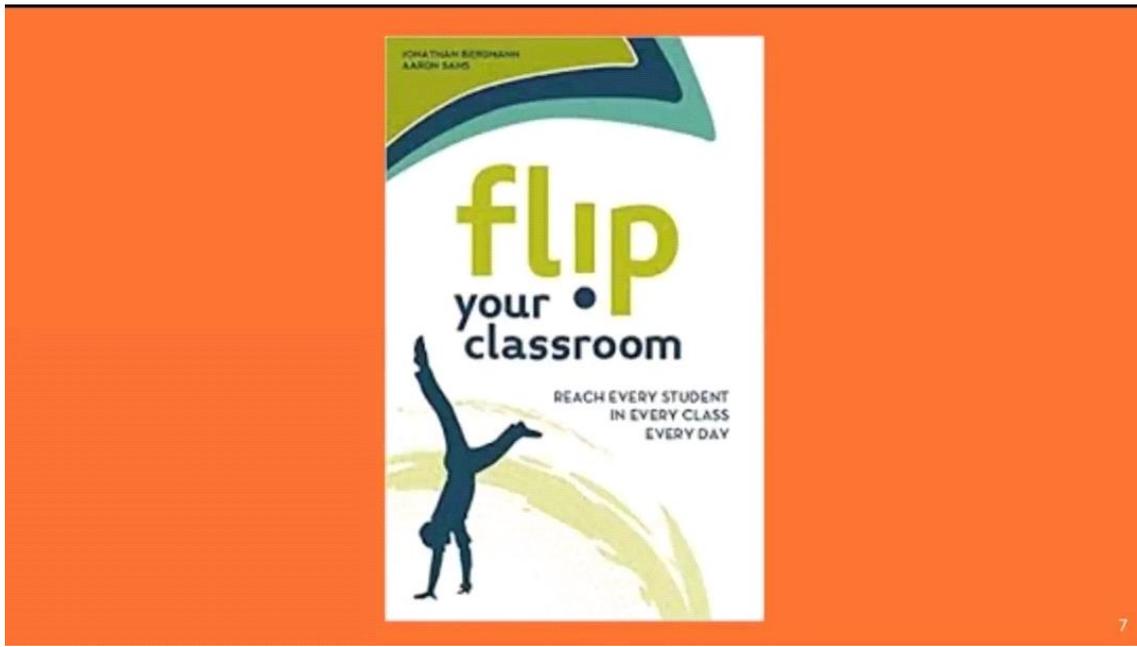


REPORT ON FLIPPED LEARNING AND FLIPPED CLASSROOM



The fundamental purpose of school is to ensure that ALL STUDENTS LEARN not merely that all students get taught -
John Hattie

Topic: Flipped Learning and Flipped classroom organized by DPSS HRDC

Date & Time: 3 May 2021 & 2:30 pm to 4:30 pm

Facilitator:

Mr. David Walsh (Flipped Learning Educator, Chemistry teacher at Collingswood High School in New Jersey, Adjunct Professor at Rowan College in Burlington County)



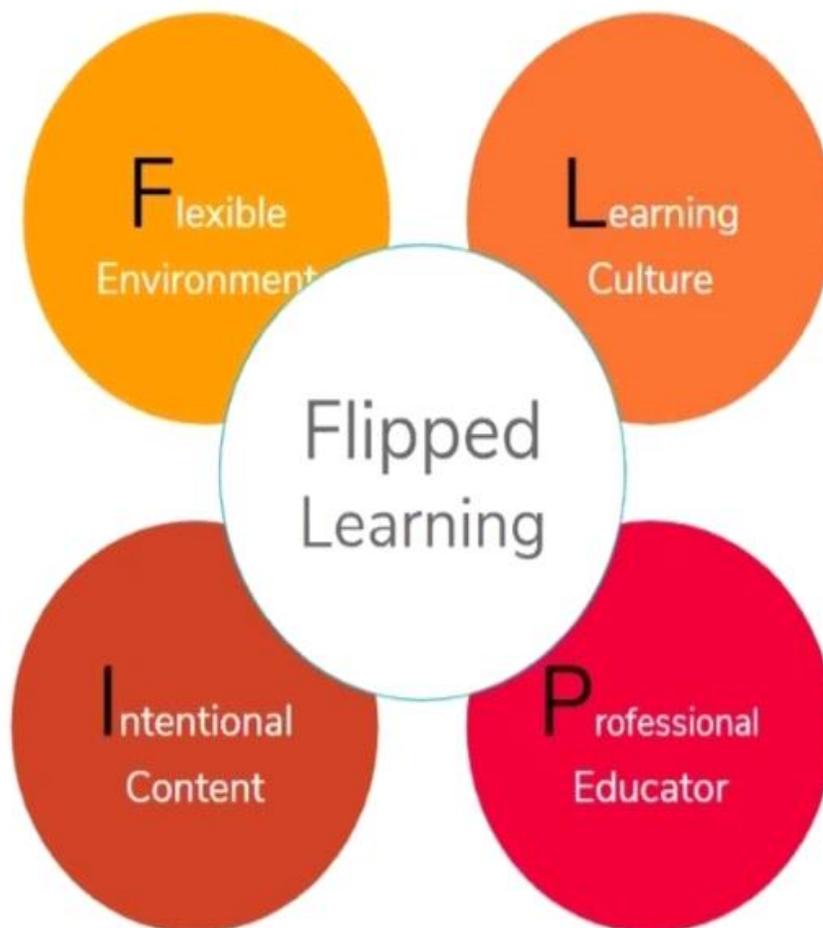
INTRODUCTION:

A webinar on Flipped Learning and Flipped Classroom was conducted by the DPS, HRD Center on 3rd of May 2021. It was presented by Mr. David Walsh. He defined and explained four main pillars of the term FLIPPED LEARNING along with different ways to flip the classroom. It was an amazing webinar, extremely informative and full of zest. I was fortunate enough to attend this lecture and now going to share its learning with you all.

DEFINITION:

Flipped learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space is transformed into a dynamic, learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

FOUR PILLARS



Mr. David further threw light on each pillar of FLIPPED LEARNING

1. FLEXIBLE ENVIRONMENT (Change the Tradition):

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group worker independent study. They can create flexible spaces in which students choose when and where they learn.

2. LEARNING CULTURE (Learning, Not Teaching)

In the traditional teacher-centered model, the teacher is the primary source of the information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities.

3. INTENTIONAL CONTENT (Plan, Do, Reflect....)

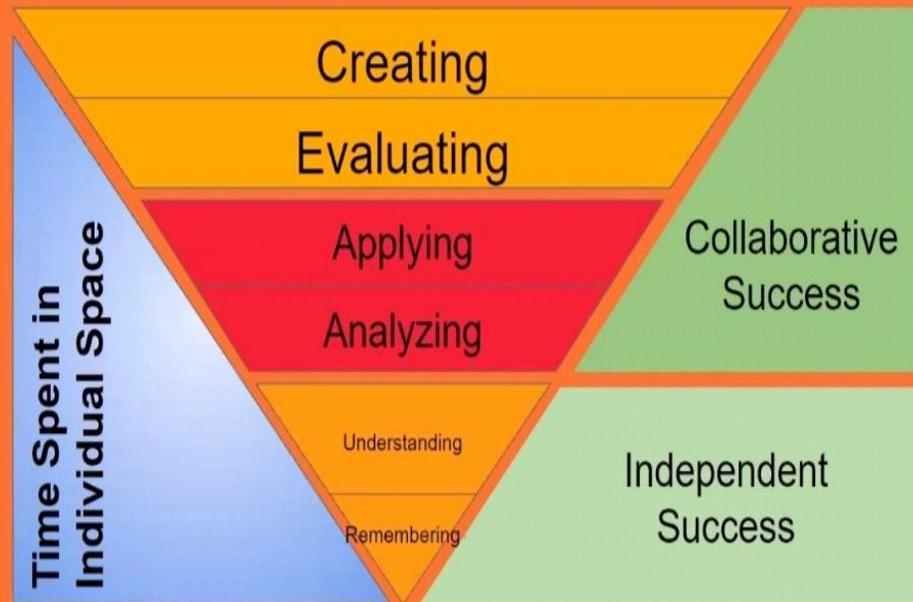
Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own.

4. PROFESSIONAL EDUCATOR (Always Improve)

The role of Professional Educator is even more important, and often more demanding in a Flipped classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators take on less visibly prominent roles in a flipped classroom; they remain the essential ingredient that enables Flipped Learning to occur.

FLIPPED LEARNING

Flipped Learning



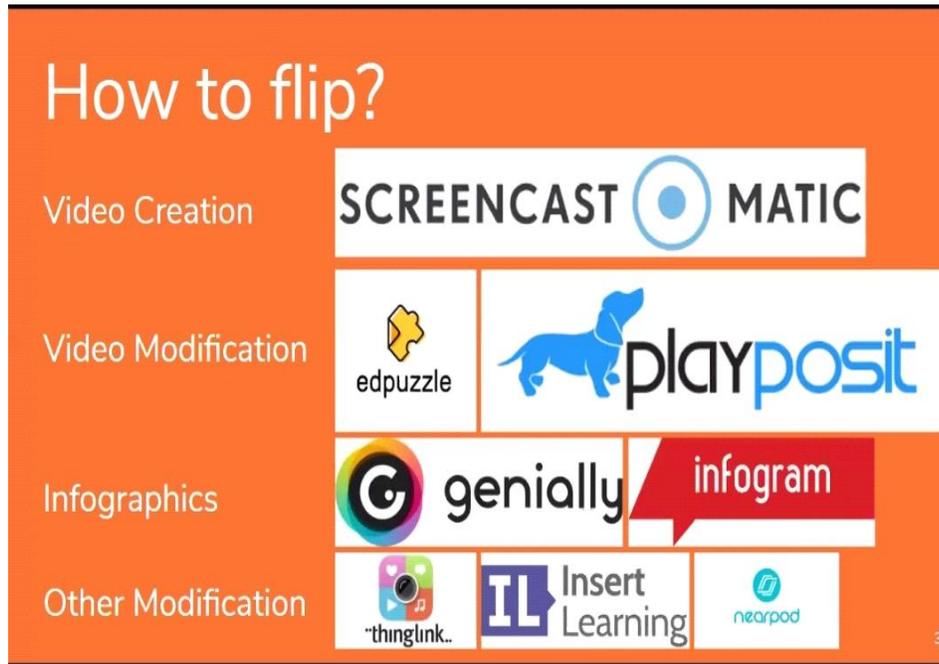
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Mr. Walsh also referred to some researches on Flipped Learning. According to these researches the students are more likely to learn when they are more actively engaged i.e. when they think out of the box. It broadens their critical thinking and enhances accountability. It also helps to improve class attendance and provides greater satisfaction in students learning experience.

HOW TO FLIP

Mr. Walsh threw light on different ways to flip the class.

One of them is to create own recording of the contents of the topics, answer keys of tests and let the students analyze themselves. Educators can use Zig saw puzzles at beginning of the class. He also emphasized on making own short videos lectures which are viewed by students at the home before the class session, while in-class time is devoted to exercises or discussions. He put light on tools of video recording such as:



The Flipped learning model is becoming a popular way to increase the interactivity of the instructional format. It is an exciting and engaging model of instructions. It promotes student-centered learning and collaboration. This approach is a promising pedagogical approach when appropriately designed. The efforts put in are worth the while because this model has proven to increase the retention of knowledge. Flipped Learning is nothing but finding your own ways.

CONCLUSION

During the concluding segment, a Q/A round was held wherein he addressed the queries of the teachers. It was an amazing learning experience.

The Flipped Learning isn't a methodology it's an ideology - Brian Bennett

THANK YOU

By: Ms Deepika