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| TITLE | Module 4: Implementing the Flipped Classroom Approach and Collaborative Learning  Unit 4.1: Launching the Flipped Classroom: Implementation Strategies and Considerations |
| KEYWORDS (META TAG) | Flipped Classroom, Pedagogical Shift, Personalized Learning, Technology Integration, Collaborative Learning, Self-regulation, Equity in Access |
| LANGUAGE | English |
| OBJECTIVES / GOALS / LEARNING OUTCOMES | * + L.O1: Understanding the Flipped Classroom Model   + L.O2: Evaluating the Current Teaching Practice   + L.O3: Implementing Ice-Breaker and Energizer activities   + L.O4: Addressing Student Self-Regulation and Engagement   + L.O5: Identifying When to Flip and When Not to   + L.O6: Facilitating Learning Using Online Media |
| CONTENTS IN BRIEF | * Definition and evolution of the flipped classroom concept. * Pedagogical shift from traditional to facilitative teaching roles. * Deeper classroom interaction and personalized learning. * Processes for collecting feedback and collaborating with colleagues. * Critical evaluation of current teaching practices. * Ice Breakers and Energizers * Criteria and considerations for deciding when to use this method. * Using Online Media to Facilitate Learning |
| GLOSSARY ENTRIES | * **Flipped Classroom:** A teaching methodology where traditional educational roles and environments are reversed. Pre-classroom activities involve self-paced learning through digital means, while classroom time is dedicated to interactive and collaborative tasks. * **Pedagogical Shift:** The transition from traditional teacher-centered instruction to learner-centered approaches, where teachers facilitate rather than direct learning. * **Self-regulation:** The ability of learners to manage their own learning process, including setting goals, monitoring progress, and adjusting behaviors to achieve educational objectives. * **Formative Assessment:** An evaluative process used by teachers to understand student learning and development needs during the learning process. It's often informal and provides feedback that can be used to improve ongoing teaching and learning. * **Personalized Learning:** Tailoring the educational experience to meet the individual needs, skills, and interests of each student. |
| BIBLIOGRAPHY AND FURTHER REFERENCES | * Bishop, J. L., & Verleger, M. A. (2013). "The Flipped Classroom: A Survey of the Research." 120th ASEE Annual Conference & Exposition * Barkley, E. F., Cross, K. P., & Major, C. H. (2005). Collaborative Learning Techniques: A Handbook for College Faculty. Jossey-Bass. * Bruff, D. O. (2009). Teaching with Classroom Response Systems: Creating Active Learning Environments. Jossey-Bass. * Tomlinson, C. A. (2014). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD. * Johnson, D. W., & Johnson, R. T. Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning (5th ed.). Prentice-Hall. * Reeve, J. (2006). "Teachers as facilitators: What autonomy‚Äêsupportive teachers do and why their students benefit." The Elementary School Journal, 106(3), 225-236. * Deci, E. L., & Ryan, R. M. "The 'what' and 'why' of goal pursuits: Human needs and the self-determination of behavior." Psychological Inquiry, 11(4), 227-268. * Han S. Flipped classroom: Challenges and benefits of using social media in English language teaching and learning. Front Psychol. 2022 Sep 23 * Smith, G. A. (2022). "Project-Based Learning: A Bridge Just Far Enough?" Journal of Experiential Education. |
| RELATED MATERIAL AND REFERENCE LINK (I.E. YOUTUBE VIDEOS) | * More for Designing Activies :   <https://itali.uq.edu.au/teaching-guidance/teaching-practices/designing-learning-activities>  <https://obl.ku.dk/theme/flipped-learning/>   * More for Evaluating the current teaching practice:   <https://blocksurvey.io/research/student-surveys-to-improve-quality-of-education>   * More for an Effective pre-class preparation in a flipped classroom find to: [https://corp.kaltura.com/blog/online-tools-for-teaching/#](https://corp.kaltura.com/blog/online-tools-for-teaching/) * If you want to learn more about examples of energizers:   <https://www.southeastern.edu/admin/safety/assets/quarterly_safety_all.pdf>   * Examples for ice breakers and energizers:   <https://www.calacademy.org/educators/icebreakers-and-energizers>   * Learn about Self-Assesment Tools:   <https://www.teaching.unsw.edu.au/self-assessment#:~:text=Having%20students%20produce%20a%20reflective,assessors%20insights%20into%20their%20learning>.   * More for Multimedia Resources see here:   <https://comfaculty.uic.edu/resources-for-faculty/best-practices-for-design-and-delivery-of-content/multimedia-resources/> |
| RELATED PPT | https://docs.google.com/presentation/d/1cHLkU2YDj4acgA7fiSHYRuurp-P2Jki5/edit#slide=id.p1 |