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| TITLE | Module4: Implementing the Flipped Classroom Approach and Collaborative Learning  Unit 4.4: Practical Strategies for Flipping Your Classroom |
| KEYWORDS (META TAG) | Flipped Classroom, Collaborative Learning, Face-to face, Active Learning, Teaching Strategies, Student Engagement, Educational Innovation |
| LANGUAGE | English |
| OBJECTIVES / GOALS / LEARNING OUTCOMES | * Understand the Role of Novelty in Learning * Maximize Effective Face-to-Face Interactions: * Facilitate Effective Student Planning: * Develop Key Student Skills for Flipped Learning: * Promote Continuous Improvement and Adaptability: * Apply Practical Techniques for Flipping the Classroom |
| CONTENTS IN BRIEF | Overview of the Flipped Classroom model.  Strategies for content delivery and student engagement.  Techniques for maximizing in-class time.  Integrating technology in flipped learning.  Addressing challenges and continuous improvement in flipped classrooms. |
| GLOSSARY ENTRIES | **Flipped Classroom**: is an instructional strategy and a type of blended learning, which aims to increase student engagement and learning by having pupils complete readings at home and work on live problem-solving during class time.  **Active Learning**: is a method of learning in which students are actively or experientially involved in the learning process and where there are different levels of active learning, depending on student involvement.  **Formative Assessment**: is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.  **Blended Learning**: is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods.  **Student Engagement:** is the extent to which students show attention, curiosity, optimism and interest in the material that they are being taught.  **Educational Technology**: is the combined use of computer hardware, software, and educational theory and practice to facilitate learning.  **Role-playing:** or roleplaying is the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role.  **Case-study:** an in-depth, detailed examination of a particular case within a real-world context.  **Independent learning:** is a way or process of learning in which learners have control and ownership of their learning. |
| BIBLIOGRAPHY AND FURTHER REFERENCES | 1. **Bergmann, J., & Sams, A. (2012).** "Flip Your Classroom: Reach Every Student in Every Class Every Day 2. **Tucker, C. (2012).** "Blended Learning in Grades 4-12: Leveraging the Power of Technology to Create Student-Centered Classrooms." 3. **Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. M. (2013).** "A Review of Flipped Learning." Flipped Learning Network. 4. **Padugupati S, Joshi KP, Chacko TV, Jamadar D. (2021).** “Designing flipped classroom using Kemp's instructional model to enhance deep learning and self-directed collaborative learning of basic science concepts.” J Educ Health Promot. 5. **Bishop, J. L., & Verleger, M. A. (2013).** "The Flipped Classroom: A Survey of the Research." In ASEE National Conference Proceedings, Atlanta, GA. 6. **Honeycutt, B., & Garrett, J. (2014).** "Expanding the Definition of a Flipped Learning Environment." Faculty Focus Special Report. 7. **Abeysekera, L., & Dawson, P. (2015).** "Motivation and Cognitive Load in the Flipped Classroom: Definition, Rationale, and a Call for Research." Higher Education Research & Development 8. **Bull G., Fester B., Kjellstrom W. (2012**). Inventing the flipped class-room. Learn. Lead. Tech. 40, 10–11 9. **Iwamoto, D. H., Jargis, J., Bordner, R., & Chandler, P. I. (2017).** Self-Regulated Learning as a Critical Attribute for Successful Teaching and learning. International Journal for the Science ofTeaching and Learning |
| RELATED MATERIAL AND REFERENCE LINK (I.E. YOUTUBE VIDEOS) | Teaching methods: <https://teach.com/what/teachers-know/teaching-methods/>  13 interactive presentation ideas to engage students in class: <https://www.avocor.com/blog/interactive-presentation-ideas-for-classroom/>  8 methodologies that every 21st century teacher should know: <https://www.realinfluencers.es/en/2019/05/09/8-21st-century-methodologies/>  Flipped learning: maximizing face time: <https://www.td.org/magazines/td-magazine/flipped-learning-maximizing-face-time>  What is active learning: <https://www.youtube.com/watch?v=Z9esoCjjUGQ>  Blended Learning: Combining Online and In-Person Instruction: <https://tinyurl.com/ymw6sudk>  Organizing your time: <https://tinyurl.com/2xkmbna5>  How to create an inclusive learning environment: <https://abclifeliteracy.ca/blog-posts/cultural-literacy-blog-posts/how-to-create-an-inclusive-learning-environment/>  6 Types of Assessment (and How to Use Them): <https://www.prodigygame.com/main-en/blog/types-of-assessment/>  Question: How Do You Use Student Feedback to Change Your Practice?: <https://www.edutopia.org/article/question-change-teaching-practice-student-feedback/>  Active Learning: <https://tinyurl.com/3s3v9hp7>  Ways to Incorporate Peer-to-Peer Learning in Your Classroom: <https://lsa.umich.edu/technology-services/news-events/all-news/teaching-tip-of-the-week/ways-to-incorporate-peer-to-peer-learning-in-your-classroom.html>  What is the difference between formative and summative assessment?: <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>  What are the best practices for designing engaging assessments in higher education?: <https://www.linkedin.com/advice/3/what-best-practices-designing-engaging-assessments>  Collaborative Learning Builds Deeper Understanding: <https://www.youtube.com/watch?v=rWEwv_qobpU> |
| RELATED PPT | <https://docs.google.com/presentation/d/16td7hnKe8cAtPS1p6Wub9Ouck9CwQrHG/edit#slide=id.p1> |