



“Flipped Learning:
*Philosophy, Modus
Operandi, Practicum*
and a Model in Use”

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A quote:

«Information is
giving out;
communication is
getting through.»

Harris



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Before we start...



Let's have a mini quiz:

What is the flipped classroom?	What isn't a flipped classroom?
<ul style="list-style-type: none">• A means to _____ interaction and _____ contact time between students and teachers.• An environment where students take responsibility for their _____.• A classroom where the teacher is not the sage on the stage, but _____.• A blending of _____ instruction with constructivist learning.• A classroom where students who are _____ don't get left behind.• A class where content is permanently archived for _____ or _____.• A class where all students are engaged in _____.• A place where all students can get a _____.	<ul style="list-style-type: none">• A synonym for _____ . It indeed is the _____ and the _____ _____ that occur during the face-to-face time that is most important.• About replacing _____ with _____.• An _____ course.• Students working without _____.• Students spending the entire class _____ _____ _____ _____.• Students working in _____.

Not 'the' answers but the possible ones:

What is the flipped classroom?	What isn't a flipped classroom?
<ul style="list-style-type: none"> • A means to INCREASE interaction and personalized contact time between students and teachers. • An environment where students take responsibility for their own learning. • A classroom where the teacher is not the sage on the stage, but the guide on the side. • A blending of direct instruction with constructivist learning. • A classroom where students who are absent due to illness or extra-curricular activities such as athletics or field-trips, don't get left behind. • A class where content is permanently archived for review or remediation. • A class where all students are engaged in their learning. • A place where all students can get a personalized education. 	<ul style="list-style-type: none"> • A synonym for online videos. It indeed is the interaction and the meaningful learning activities that occur during the face-to-face time that is most important. • About replacing teachers with videos. • An online course. • Students working without structure. • Students spending the entire class staring at a computer screen. • Students working in isolation.

Content

- Philosophy
- Modus Operandi*
- Practicum*
- A Model in Use



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Aims

- To revisit the underlying philosoph(y/ies) of flipped learning
- To have a closer look at the *modus operandi viz.* related operations pertaining to the flipped classroom
- To cast light on the ‘know-how’: the *practicum*
- To check a relevant model adopted at Ankara Medipol University



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Philosophy 1

‘Students are educated in an assembly line to make their standardized education efficient. They are asked to sit in nice, neat rows, listen to an “expert” expound on a subject, and recall the learned information on an exam’



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Philosophy 2

‘Students are educated in an assembly line to make their standardized education efficient. They are asked to sit in nice, neat rows, listen to an “expert” expound on a subject, and recall the learned information on an exam.’

Aaron Sams (2012) in *Flip Your Classroom: Reach Every Student in Every Class Every Day*

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Philosophy 3

- Flipped learning/education/classroom can very normally have several definitions.
- Yet:
 - traditional way of 'teaching' is flipped
 - interactivity is enhanced
 - learning materials are enriched and made accessible
 - cooperative/collaborative learning is facilitated
 - learner-centeredness is embraced
 - real life (-like) problems are dealt with
 - technology is utilized to make learning (more) flexible

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Philosophy 4

Taking a retrospective outlook and checking the chronicle:

- One of the latest approaches in the field of education
- Implications are visible particularly at tertiary level
- A bulk of literature is observed/ a fair number of studies
- A developing area addressing the simple question: How to optimize the use of the class hour?

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Philosophy 5

Why to go for the flipped classroom?

- To target individual learners/smaller groups
- To cater to special needs/arising needs/dissimilar learning paces
 - To reach learners experiencing learning difficulty
 - To become more inclusive in instructional practices
 - To see 'everyone'; to praise all, to monitor each and every learner



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Philosophy 6

How to go for the flipped classroom?

- Use technology 'wisely' to keep the finger on the pulse of the expectations, learning styles and interests of the 'digital natives' (aka Gen Z)
- Promote self-learning and engage learners
- Empower learners and learning itself as a journey
- Inspire instead of teaching
- Transform-even revolutionize-educational processes



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Philosophy 7

How to go for the flipped classroom?

- Rather than teacher-fronted sessions peer-learning/peer assistance can be fostered
- ‘Teach’ students to:
 - work toward a common goal
 - ‘learn’ how to learn
 - become more responsible for themselves/control their own learning/development
 - be more active
 - be capable of higher order thinking/21st century skills (yes a buzzword!)
 - understand the world and get ready for the life awaiting ‘outside the classroom’

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Modus operandi 1

The 'short' yet accumulated history:

- The flipped learning model (FLM) is known to have been exploited first by the faculty teaching Economics, Sociology, Psychology, Philosophy, Law and other social sciences in Miami University in the form of assigning pre-reading tasks (Lage, Platt and Treglia, 2000).
- Then, online lecturing was planned and delivered for learners who could not attend classes in a high school in Colorado and became popular countrywide for various levels.
- The current day holds a fair number of institutions in the globe that teach through FLM.

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Modus operandi 2

Today:

- The widespread of the Internet/social media
- The pandemic ('every cloud has a silver lining'!)
- Attempts of digitization at all levels particularly at university level
- Increase in the use of blended learning/hybrid education

all contribute to the evolution of flipped instruction.

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Modus operandi 3

The 'what' of flipped learning:

- Increase student participation
- Experiment with innovative/novel methods with your learners
- Resort to educational technologies/technology
- Teacher is the guide not 'the' source or 'the' presenter of the information
- Course content is shared through numerous sources
- Learners get prepared outside the class and be ready to 'further learn' in the classroom
- Classroom activities are made meaningful purposeful and FUN

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Modus operandi 4

Hamden et al. (2013) italicize the following pillars of FLM:

- Flexible Environment
- Learning Culture
- Intentional Content
- Professional Educator

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Modus operandi 5

Flexible environment:

- (Re)arrange classroom settings to comply with group work/to maximize interaction
- Learners feel comfortable all throughout
- Learners consult the teacher and each other whenever they wish to do so

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Modus operandi 6

Learning Culture:

- Shift from an instructor-oriented approach to a learner-based one.
- Invite learners to learn from and with each other along with the teacher.
- Let learners find and create their own ways of discovery, understanding and learning.

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Modus operandi 7

Intentional Content:

- Select what to teach directly/what to expose to learners
- Decide on what to be explored by learners
- Use class hour in an optimal fashion
- Refer to Socratic methods, inquiry-based learning methods and stimulate critical thinking during the sessions

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Modus operandi 7

Professional Educators:

- No worries! We still need teachers.
- Teacher's role is altering yet keeps its strategic being.
- Choosing the (best) content and materials, refine in-class and outside class work, flipping the instruction comprise teacher's work.

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Practicum 1

Highlights:

- Recall that FLM is a relatively new paradigm; a phenomenon.
- Along with the 'teaching' going on the assessment consists of different modes carrying the intention of measuring students' accomplishment of objectives.
- Teacher provides personalized feedback and assistance.
- Learners benefit from peer feedback.

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Practicum 2

More insights:

- 'Home'work can be moved to the classroom.
- Learning and teaching become dynamic.
- A more positive atmosphere and good rapport amongst the members are likely to be seen.



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Practicum 4

Insights (cont'd.):

- Note that FLM should not restrain itself to the rather shallow change between lecturing and assignments.
- Not memorization/superficial/surface level/rote learning but conceptualization of knowledge is underlined.
- Decentralizing epistemologies is made possible.

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Practicum 5

More on the practical aspects:

- Inductive approaches match the overall philosophy of FLM.
- Teachers spare the invaluable time for face-to-face communication in school.
- Teacher is not 'the distributor of facts' anymore- what is a « 'real' » fact in the Post-truth era anyway?



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Practicum 6

A bit more on the practical side:

- A digital archive of materials and a documentation of class content are ensured.
- Intercommunication takes places for all parties.
- Formative assessment and remedial procedures are key to FLM.

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Practicum 7

Points to consider:

- Some learners may not have technologies/Internet (at home)- ironically this can turn FLM into a non-inclusive one.
- Teacher and student readiness (mental/psychological/pedagogical/intellectual) are essential.
- Necessary trainings (like seminars on technology use in FLM) should be provided for the stakeholders.
- Approaches like lesson study can be of help e.g., for inexperienced teachers in the process.
- Ways to 'flip' already-online courses should be analyzed well.

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FLM of Ankara Medipol University 1

- As a university established just before the outbreak of the pandemic, we have chosen to pilot a number of flipped learning projects.
- I myself tried to conduct my «Management and Leadership in the 21st Century» classes in a flipped manner.
- Some faculty are flipping their classes nowadays as part of a project carried out by the Center of Research and Learning (CoRaL) of the University.

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FLM of Ankara Medipol University 2

What I have done in my classes delivered in English and Turkish:

- Made all course materials/sources available from the beginning.
- Invited learners to contribute to the 'archive' of resources after checking with me.
- Gave learners pre-readings/short films/quotes/short stories&tales and alike with a set of questions prior to class hours.
- Learners completed the pre-tasks and came up with at least 2 more questions of their own.

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FLM of Ankara Medipol University 3

In my classes:

- Students shared ideas re. the pre-tasks i.e., the questions&answers, their feelings/opinions about the content (e.g., if they liked the materials, what they understood and so on) during lessons.
- I monitored their discussions closely and was ready to help pairs/groups.

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FLM of Ankara Medipol University 4

What happened at the end:

- Students wrote petitions to the Rectorate requesting 'to have all their classes like this one' 😊
- I offered to open a center to support all faculty in flipping their courses (and beyond) being the only educational researcher of our University.

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FLM of Ankara Medipol University 5

What we are currently doing:

- Making all course materials/content as well as resources available in our system integrated to Teams.
- Meeting faculty one-to-one/in groups to discuss ways to flip their classes and enabling students to be active agents.
- Designing lesson study/action research/case studies addressing issues emerging during the processes.

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FLM of Ankara Medipol University 6

What else are we doing?

- Faculty of Medicine is experimenting with alternative ways of flipping their classes- both theoretical and practical ones (labs).
- They are setting pre-tasks e.g., series such as 'House M.D.' and students come to class prepared, namely, having watched the episode given and having dwelled upon the questions directed in this sense.

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FLM of Ankara Medipol University 7

And...

- Academics at our Faculty of Medicine are giving pre-tasks/whole sessions (e.g., video-recorded lectures/surgical operations/experiments in textbooks that are to be watched using the 'augmented reality' features of the said coursebooks.
- As it is a new endeavor we are still observing.

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In sum...

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A last remark:

«The whole purpose of education is to turn mirrors into windows.»

Harris



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Q&A

Any
questions/comments?

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Thank you...

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