



FLIPPED IMPACT

The Future of Flipped Learning in ELT



Dr. Jerome C. Bush



Hello!

I am Dr. Jerome C. Bush

I am an assistant professor in the ELT dept of MEF University.

I have been teaching since the late 1990s.

I have taught in America, Japan, and Turkey.

I have a Ph.D. in English Language Teaching, an MATESOL, and an MBA

I have won awards for "Outstanding Academic Achievement"

I have presented at over 20 international and domestic conferences

I have published 2 books, 5 book chapters, and 6 academic journal articles

I review articles for three academic journals



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MEF University

- ◆ The first fully flipped university
- ◆ Opened 2014
- ◆ The CELT – Caroline Fell Kurban
- ◆ 3500+ students
- ◆ ELT about 180 students



Overview

1. A quick review of flipped learning
2. Flipped learning in ELT
3. The future of flipped learning in ELT
4. The future of teacher education

A decorative graphic on the left side of the slide. It features a large, light blue hexagon in the center containing the number '1'. Surrounding this central hexagon are several smaller hexagons of varying shades of blue and teal. Some of these smaller hexagons contain white icons: a lightbulb, a thumbs-up, a smartphone, a magnifying glass, a gear, and a speech bubble. There is also a small network-like icon with three nodes and connecting lines.

1

A Quick Review of Flipped Learning

Definitions and descriptions

Traditional education

TRADITIONAL CLASSROOM

1. Group space



Direct instruction
(basic learning)

Class Lecture

2. Individual space



Hands-on learning
(higher order thinking)



Homework

Pre-class
reading

The reading is
explained and
expanded in the
lecture

Post-class
essay

Flipped Education

FLIPPED CLASSROOM

1. Individual space



Direct instruction
(basic learning)

Homework

2. Group space



Hands-on learning
(higher order thinking)

Class Workshop

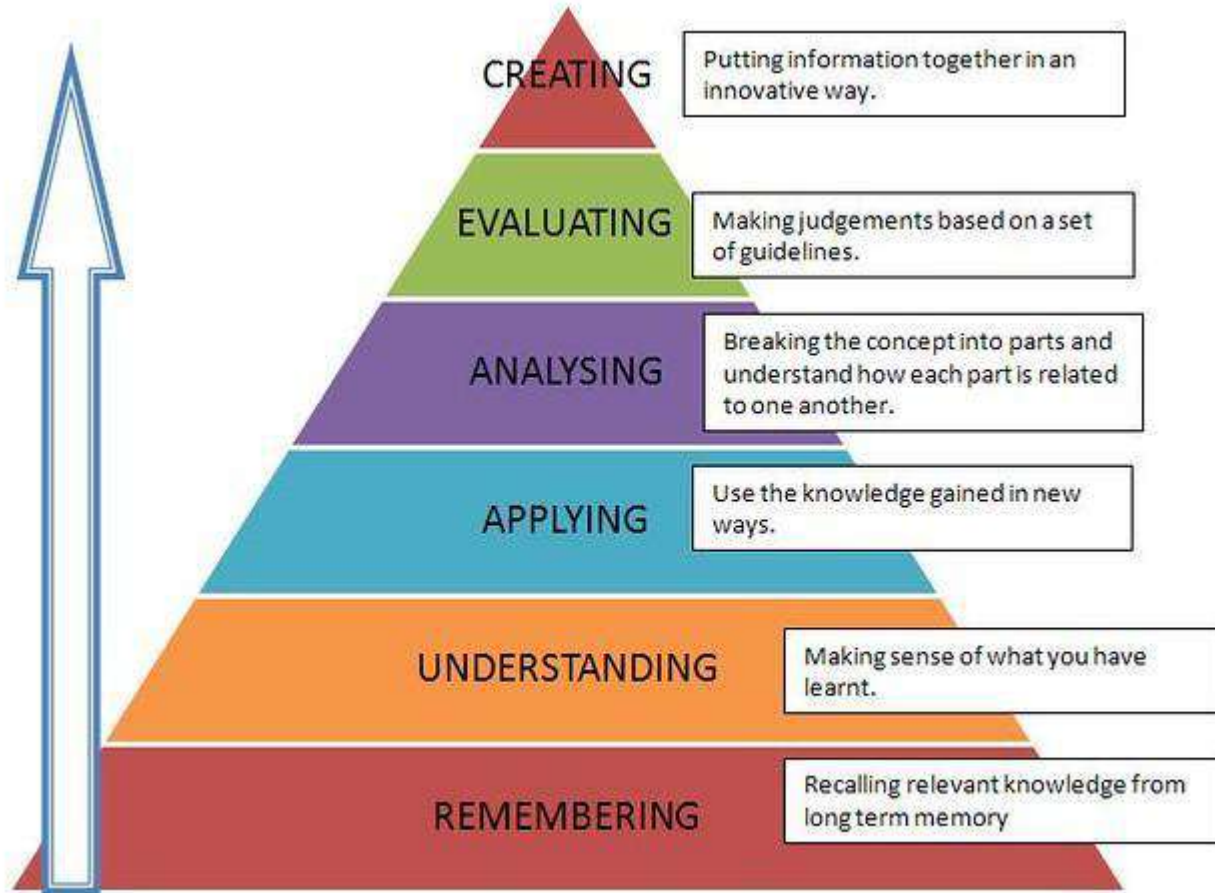
Using active
learning
techniques

Doing and
Reflecting

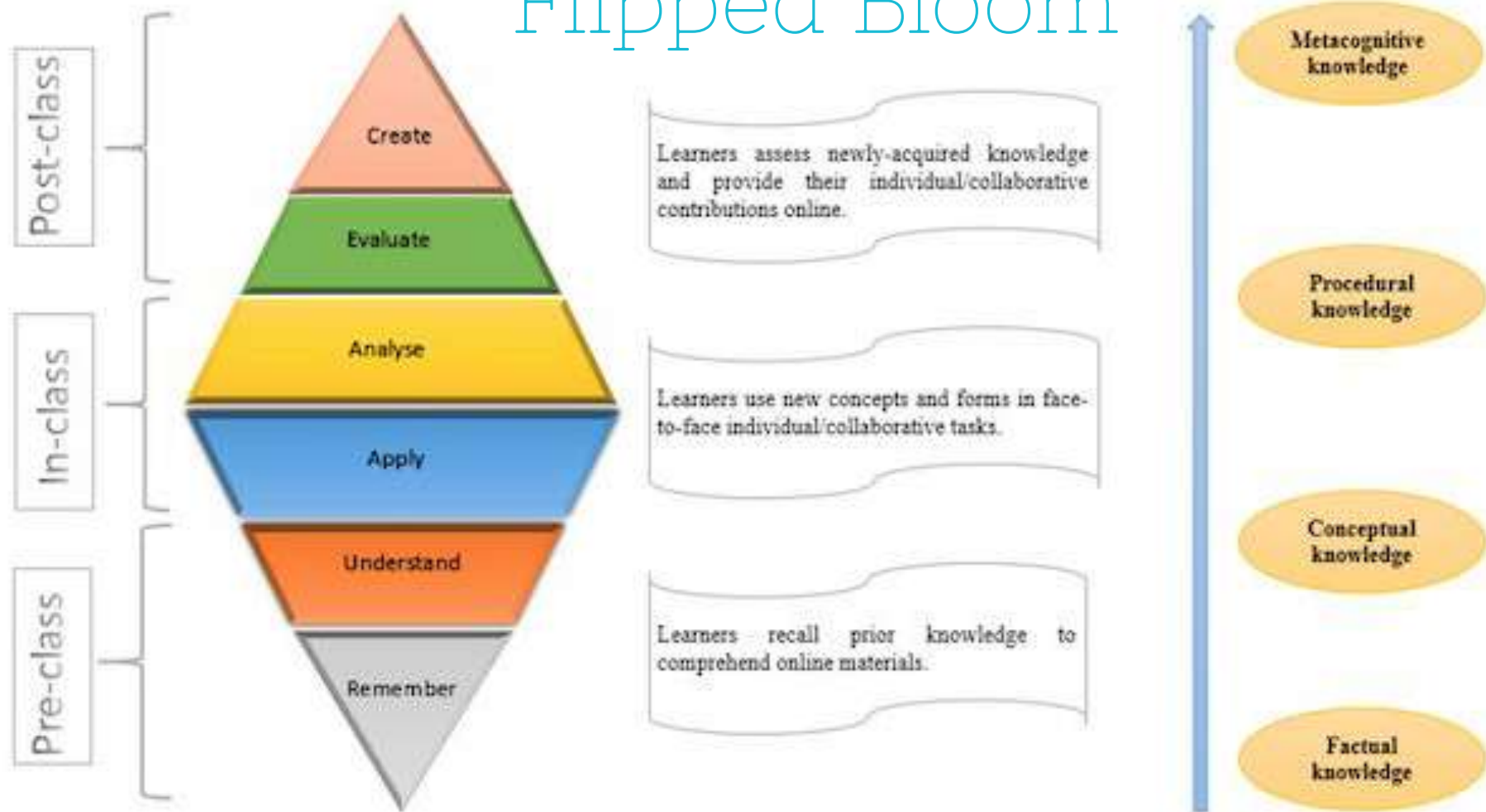
Post-class
creative activity

Using videos,
web tools,
reading

Traditional Bloom



Flipped Bloom





Flipped Learning

- ◇ Knowledge transmission in the individual space
- ◇ Application and analysis in the group space
- ◇ Evaluation and creation in the individual space
- ◇ It gives students a reason to attend class
- ◇ Concept checking occurs during application
- ◇ Transference occurs during creation




A new way

- ◆ 2007 – rural Colorado
- ◆ 2 high school chemistry teachers – Bergmann & Sams
- ◆ Screencast videos for absent students
- ◆ The teachers realized they don't need to lecture
- ◆ 2007-2008 first flipped classroom
- ◆ Final exams indicated the method was effective
- ◆ The idea spread rapidly
- ◆ By 2013, 29% flipped and 27% planning on it (Bart, 2013)

A new way

- ◇ It caught on in secondary and higher ed
- ◇ The required technology became more common
- ◇ By 2018 FLN had 15,000 members (Panopto, 2018)
- ◇ It isn't just the technology – it is attitudes towards information
- ◇ Before teachers were the source of knowledge
- ◇ Now it is Wikipedia, google, and other websites
- ◇ Constructivism and SCT view teachers as facilitators
- ◇ such teachers develop knowledge – not transfer
- ◇ Active learning goes back to Dewey, Piaget, Vygotsky

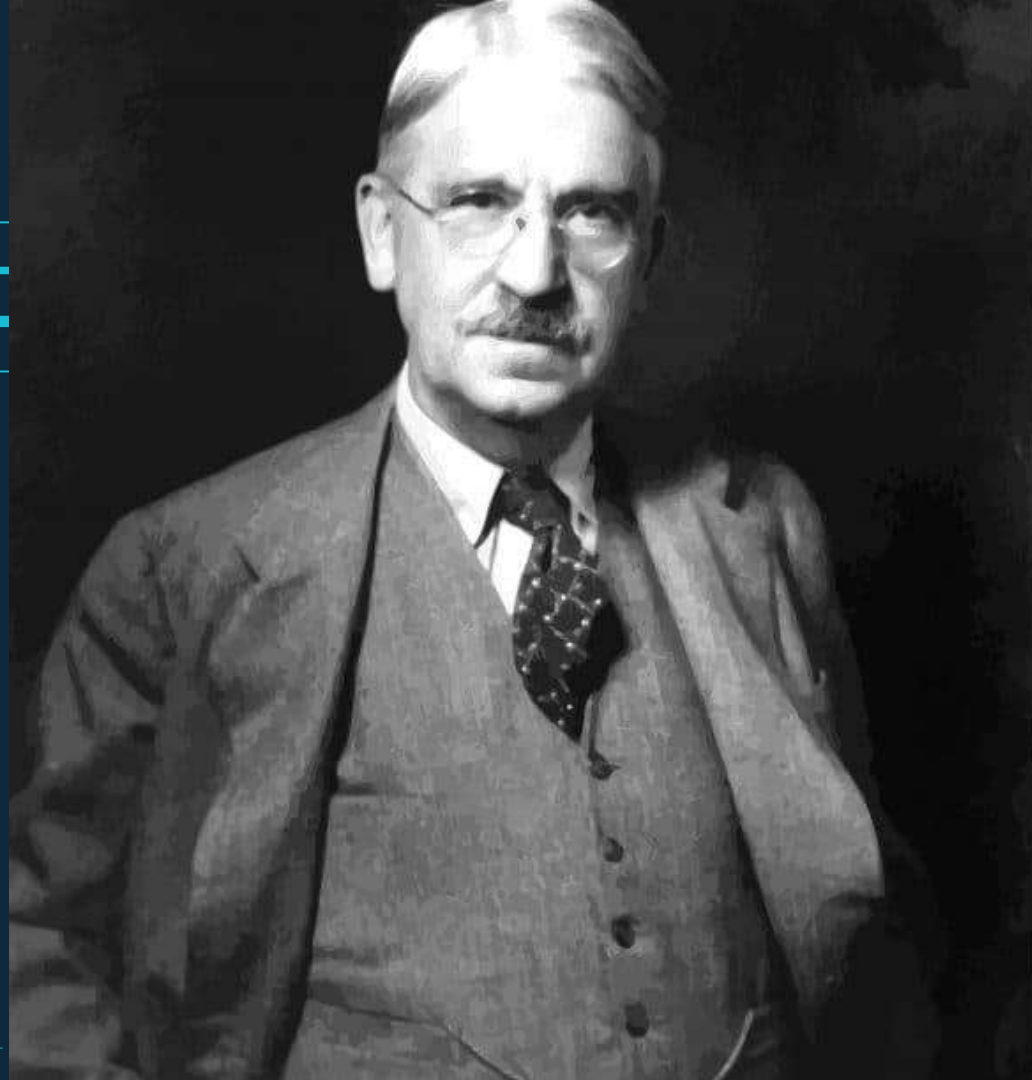


Prof. Dr. Muhammed ŞAHİN



- ◆ “it has become impossible to educate the generations of the future with a 900-year-old traditional university system”





***“If we teach
today’s students
as we taught
yesterday’s we
rob them of
tomorrow.”***

John Dewey

*Philosopher,
Educator,
and Author of
Democracy & Education
and
Human Nature and Conduct*

Dewey in Turkey - 1924



John Dewey küçük öğrencilerle birlikte





What flipped is not

- ◇ A pre-class video is NOT flipping
- ◇ Pre-class work is NOT homework (in a way)
- ◇ Flipped is active, active is NOT flipped
- ◇ Flipped Learning is NOT blended learning
- ◇ Flipped learning is NOT just a technique
- ◇ The real change is NOT in the individual space
- ◇ It is NOT new conceptually





“ Give the pupils
something to do,
not something to learn;
and the doing is of such
a nature as to
demand thinking;
learning naturally
results.

JOHN DEWEY

”



Flipped Learning

- ◆ the definition of flipped learning as agreed by the FLN: Flipped learning is “a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a **dynamic, interactive learning environment** where the educator guides students as they apply concepts and engage creatively in the subject matter.”



Example activity

- ◇ Before class students read one of five article
- ◇ The topic was Action Research
- ◇ In class groups who have read the same article
- ◇ Discuss and make a ppt presentation
- ◇ Switch groups
 - One from each original group
- ◇ Show ppts and discuss
- ◇ Create synthesis paragraph of A

	A	B	C	D	E
1					
2					
3					
4					
5					

A decorative pattern of hexagons in various shades of blue and teal on the left side of the slide. Some hexagons contain icons: a lightbulb, a thumbs up, a smartphone, a magnifying glass, and a gear. A network of dots is also visible.

2

Flipped learning in ELT

My research and experience



Research is increasing

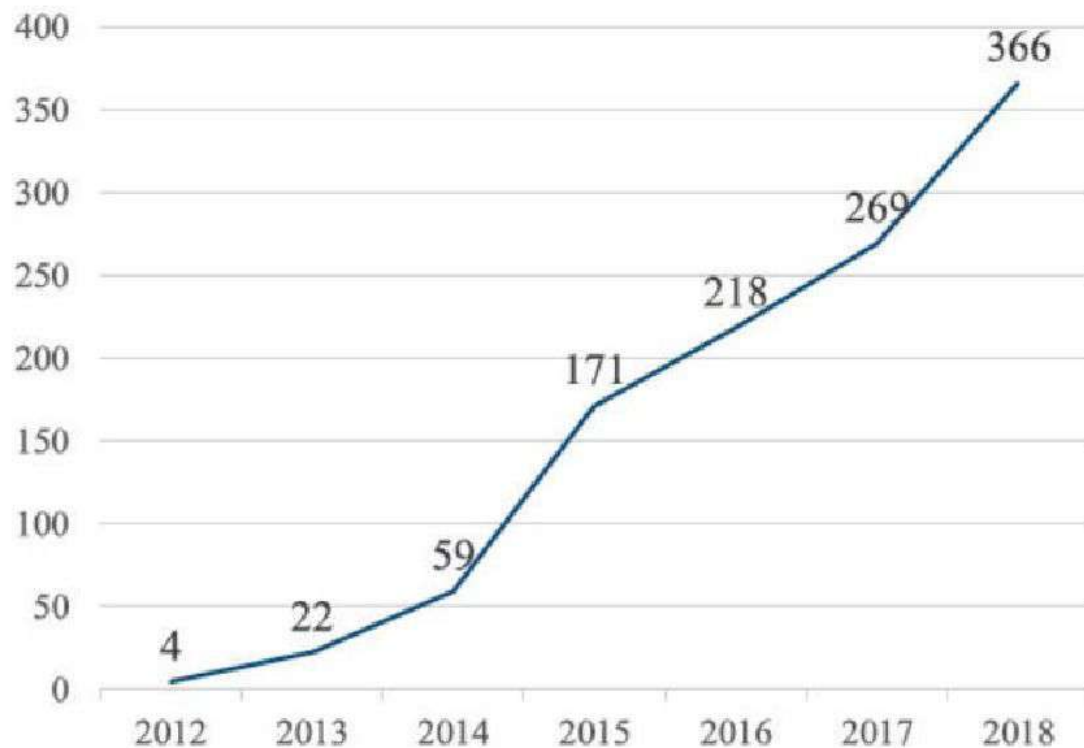



Figure 1. Number of flipped learning studies published in the SCOPUS database.

Hwang, Yin, & Chu (2019)



The research

- ◆ Many of the studies focus on students' perceptions
 - ◆ More needs to be done on effectiveness
 - ◆ It could be active learning that is effective (Jensen, Kummer, & Godoy, 2015)
 - ◆ Prince (2004) found all active learning helps
 - ◆ Unal & Unal (2017) found flipped learning effective
 - ◆ 10 – gains, 5 - no change, 1 – negative
 - ◆ A review of 114 studies found FL effective (van Alten, Phielix, Janssen, & Kester, 2019)
- 

Okay, what about ELT?

- ◇ Flipped learning is a communicative method
- ◇ It appeals to millennials
- ◇ It is a hot topic in ELT
 - A google scholar search produced 3890 hits for “flipped learning in Language teaching”
- ◇ Turan & Akdag-Cimen, (2019) examined 153 ELT studies
- ◇ 21 used pre-test/post-test and compared to traditional
- ◇ 18 found flipped learning to be effective

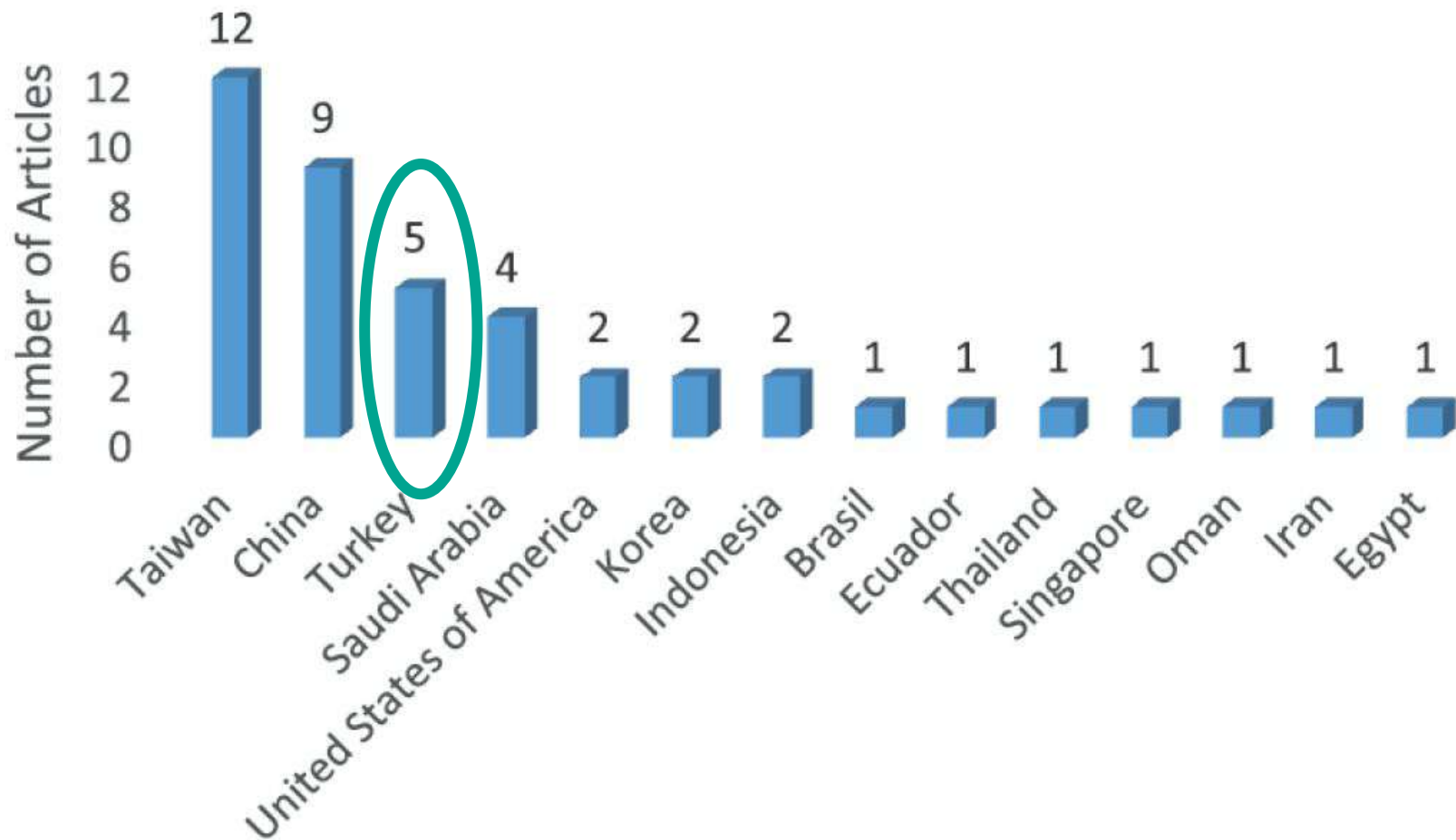
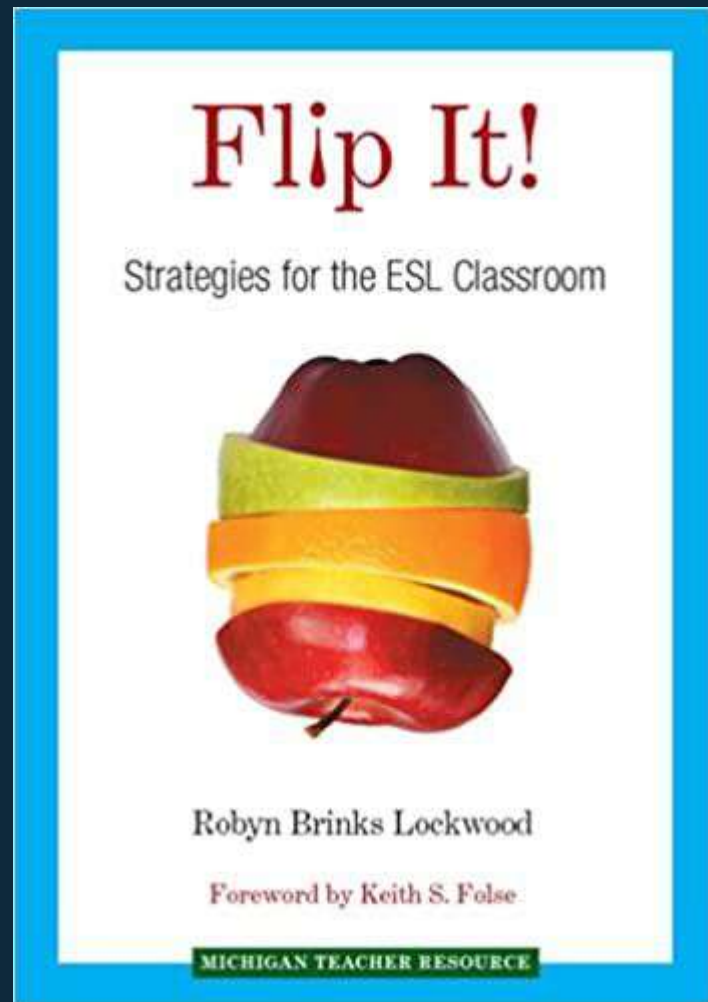


Figure 2 – Countries of articles investigated by Turan & Akdag-Cimen (2019)

Books

- ◆ Published in 2014
- ◆ Clearly written
- ◆ Lots of advice
- ◆ It isn't too long (128 pages)
- ◆ Without technology
- ◆ Followed up in 2018
- ◆ 'Flipping the Classroom: What Every ESL Teacher Needs to Know' (Lockwood, 2018) e-book, 63 pages





Books

- ◆ Mehring & Leis (2018)
- ◆ Articles on many topics
- ◆ From many countries
- ◆ Strongly academic
- ◆ Lots of innovative ideas
- ◆ Discusses the challenges of flipping your classroom

Jeffrey Mehring
Adrian Leis *Editors*

Innovations in Flipping the Language Classroom

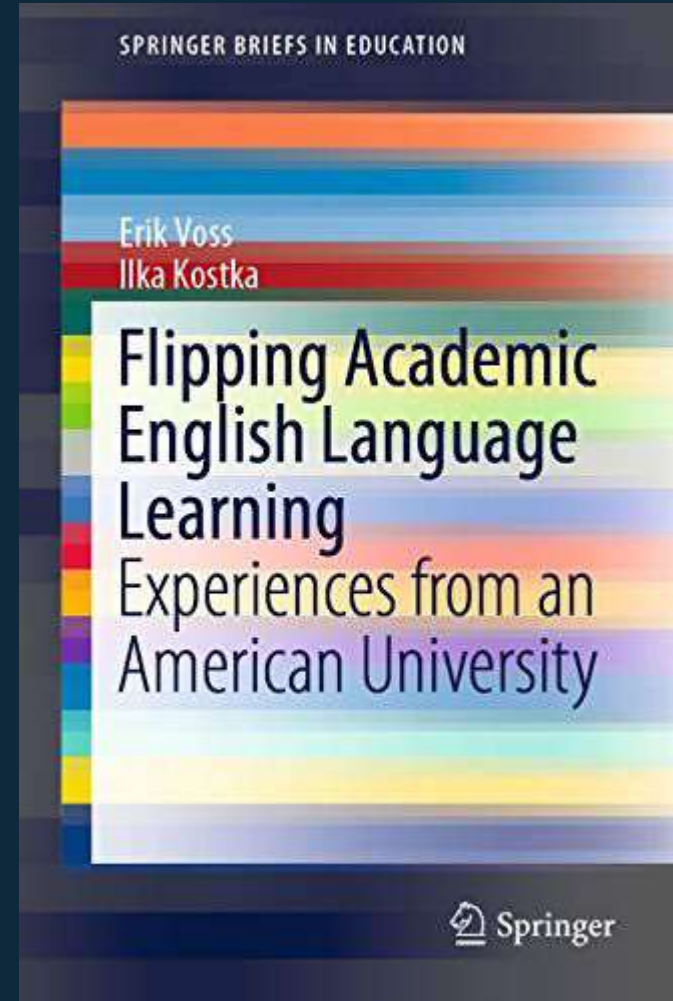
Theories and Practices

 Springer



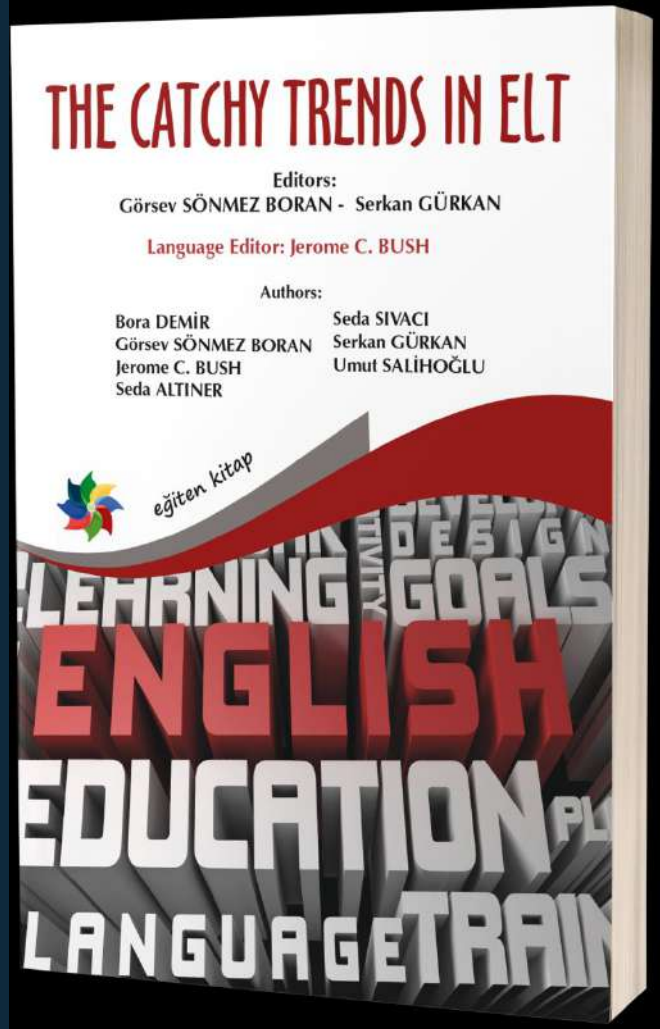
Books

- ◇ Voss & Kostka (2019)
- ◇ Experiences in Boston
- ◇ A guide to university level
- ◇ Mention a lot of tools (apps)
- ◇ Also, without technology
- ◇ Mentions all four skills



Books

- ◇ Boran, Gurkan, & Bush (2020)
- ◇ The book I was involved in
- ◇ Only my chapter is Flipped
- ◇ A good book
- ◇ Priced at 31 TL
- ◇ Hot topics






Flipped Language

- ◇ All skills, grammar, and Vocabulary investigated
- ◇ Most studies focus on the productive skills
- ◇ Başal (2015) found several benefits
- ◇ Ekmekci (2017) found it increased motivation
- ◇ Similar results in Sudan, Indonesia, and Lebanon
- ◇ Positive results have been found for speaking

■ (Li & Suwanthep , 2017; Bezzazi, 2019) – Thailand and Taiwan



Challenges

- ◆ The studies all show learning gains, increased satisfaction, and more learner autonomy
- ◆ Some students say flipped learning is harder
- ◆ Ideally, it should be easier
- ◆ Technical problems were reported
- ◆ Some students prefer traditional methods
- ◆ Extra work for teachers

A decorative pattern of hexagons in various shades of blue and teal. Some hexagons contain icons: a lightbulb, a thumbs up, a smartphone, a magnifying glass, and a gear. A network of dots is also visible on the left side.

3

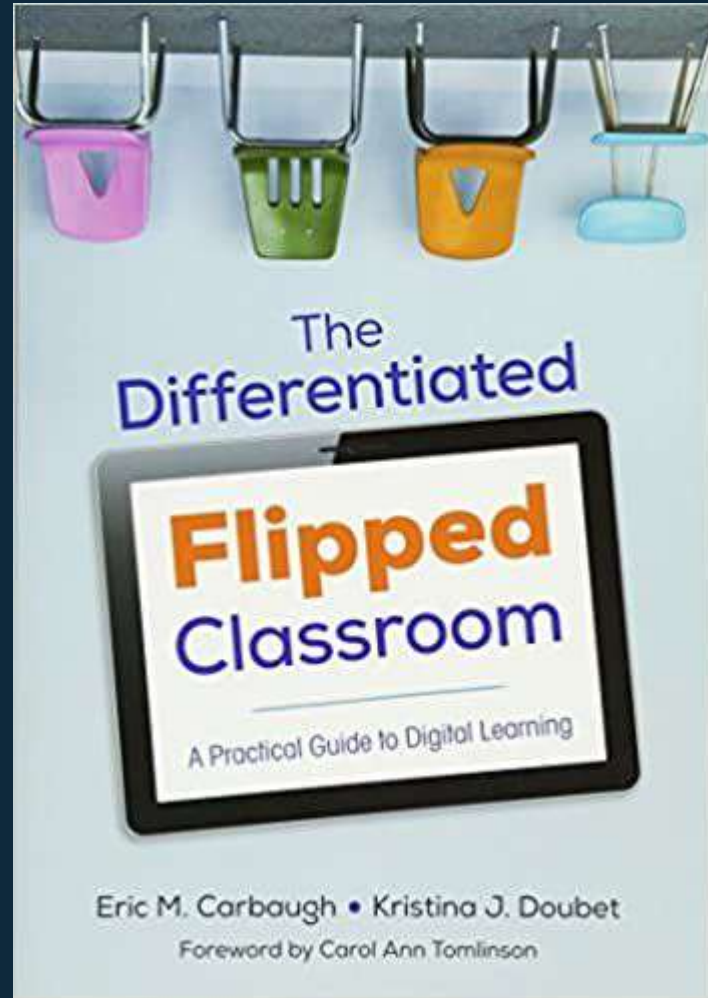
The future of flipped learning

Predictions about where it will go from here

future

These are my ideas alone

- ◆ Integrated with other pedagogy
- ◆ Carbaugh & Doubet (2015)
- ◆ The buzz will die down
- ◆ Pre-class videos will stay
- ◆ Students will be active (active learning)
- ◆ Communication will evolve
- ◆ Technology will evolve





VIRTUAL REALITY FOR SCHOOLS

SOLUTION FOR NEW AGE LEARNING



WHAT IS VIRTUAL REALITY

FOR LEARNING IN SCHOOLS

- Virtual Reality (VR) is a simulated experience that can be similar to or completely different from the real world. It allows user to experience an alternate reality using digital devices that render interactive images and videos
- In learning, VR provides an immersive experience where students can learn by interacting with videos and 3D images of Geography, History, Science, Space and many more. The effectiveness seems to more than 90%



WHAT COMES IN THE PACKAGE

YOUR VR SCIENCE LAB

- 📺 One Teacher Device – Guiding the batch of students on learning and explaining the concepts
- 📺 20 VR Headsets and Devices – For each student
- 📺 One Router – To create VR network for content streaming
- 📺 One UV Sanitizer – Healthy and microbe free reusability
- 📺 Chargers – for charging the devices
- 📺 Software for adding and deploying of content.







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\$0.00

Harrison

- ◇ Colorado
- ◇ Class sets
- ◇ Two weeks
- ◇ Training

VIRTUAL REALITY FOR MY CLASSROOM

What:

- Lenovo Mirage Daydream Headsets-2 different classroom sets of 9 headsets available!

Who:

- 4th - 8th grade teachers in HSD2

How:

1. Attend a Level 1 Training session
2. Co-Teach a Lesson with one of our Instructional Technology Specialists
3. Check out the classroom sets for up to 2 weeks for your school!



LOGISTICS

Each elementary school will be allowed to check out one classroom set of VR headsets for two weeks. They will be delivered to the school on Mondays and delivered back to the Tinker Room by Friday, 2 weeks later, by close of day. The school will need to determine when each teacher gets the classroom set, but the teacher **MUST** be trained before allowed to use it in the classroom.

TRAINING

Level 1 Training Dates

More dates coming soon

BOOK CO-TEACHING
AND SET CHECKOUT
HERE

[Schedule online](#)

HELPFUL RESOURCES

Canvas Course

VR Teacher Powerpoint

VR Student Powerpoint

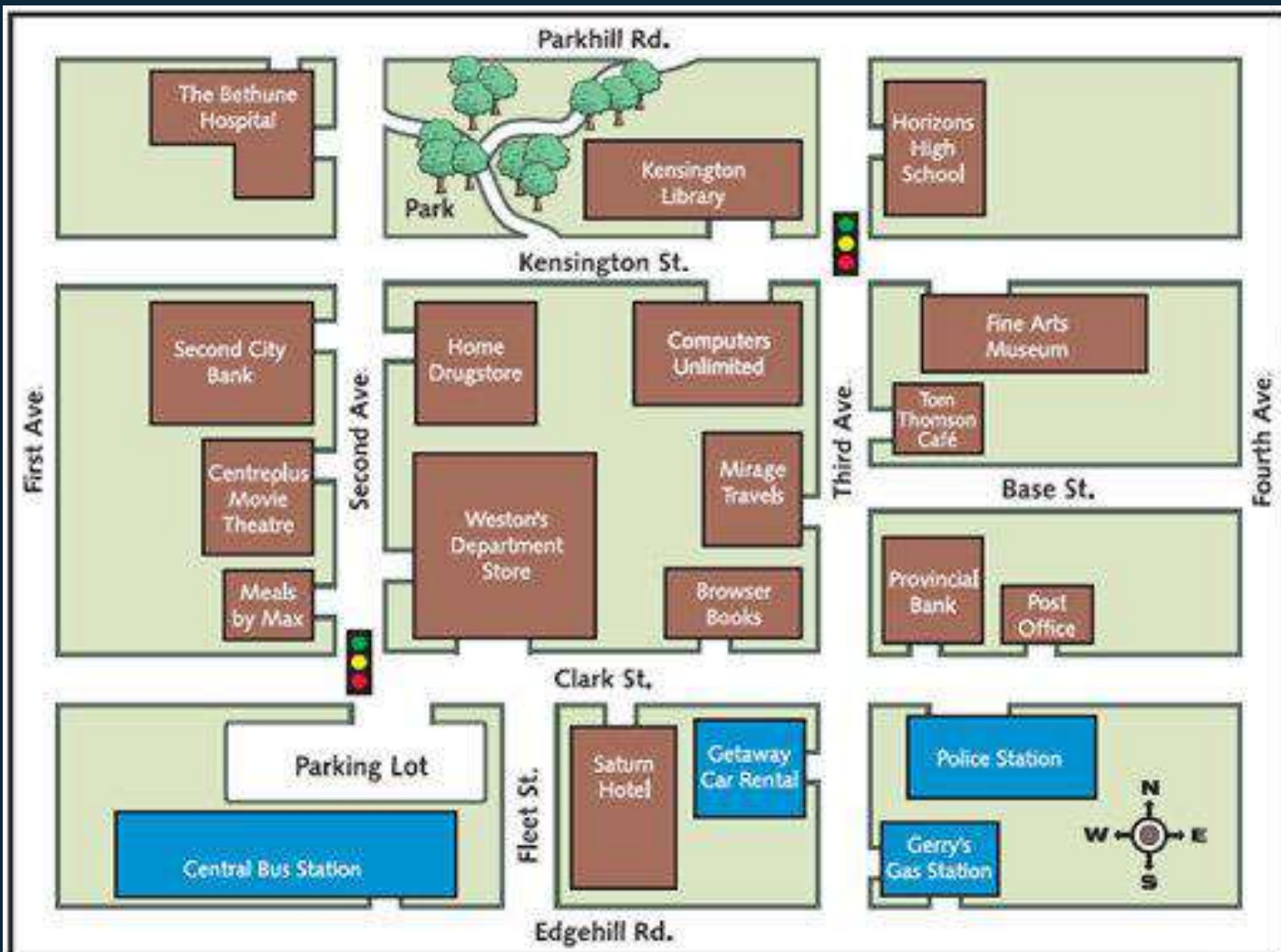
RobotLAB VR 2.0 Expeditions List

ROBOTLAB VR 2.0
EXPEDITONS

Virtual pre-class

- ◆ Content needs to be created
- ◆ The top creation tools are Unity and Unreal
- ◆ AR and VR are coming to education
- ◆ After the experience, student process in class
- ◆ Use information, opinion, reasoning gaps (TBLT)


Imagine
it with
VR!



Can you do it?

- ◇ You need a 360 camera
- ◇ App connects to phone
- ◇ YouTube detects VR
- ◇ Cardboard goggles
- ◇ Real Situations

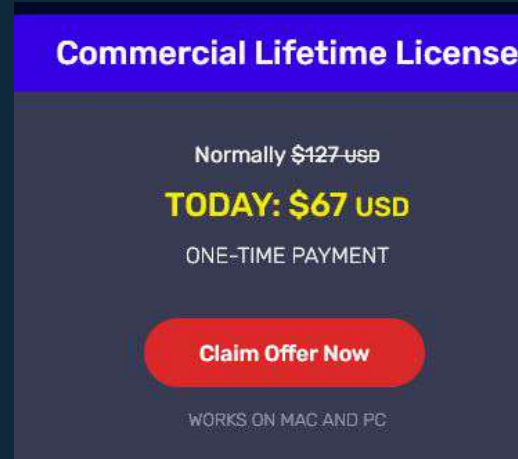


An immersive classroom environment featuring a large, curved wall displaying a 3D mountain landscape. The room is dimly lit, with blue ambient lighting along the top of the walls. The floor is covered with a dark, patterned rug. The text "Immersive Classrooms" is overlaid in green at the bottom center.

Immersive Classrooms

Videos


- ◆ Students want better videos
- ◆ Filmora editor – \$61.99 annual
- ◆ Viddyoze – \$67.00 lifetime
- ◆ I have not been happy with others
- ◆ Create studio is cool...also lifetime - \$99.00
- ◆ <http://viddyoze.com/referral/sign-up/?grsf=tekplx>
- ◆ \$1 trial – make and download a lot
- ◆ Cancel







Interactive video

- ◇ I have been using Playposit
 - ◇ Overlays quizzes, polls, discussion board
 - ◇ I paid \$144 for one year
 - The free version isn't very useful
 - ◇ MEF is interested in Panopto
 - ◇ H5P only sells to institutions
 - ◇ Other, more expensive options exist
 - ◇ Perusall for interactive reading
- 

A decorative graphic on the left side of the slide consists of a cluster of hexagons in various shades of blue and cyan. Some hexagons contain white icons: a lightbulb, a thumbs-up, a smartphone, a magnifying glass, and a gear. A large cyan hexagon in the center of this cluster contains the white number '4'.

4

The Future of English Teacher Education

Methodologies for the New Normal

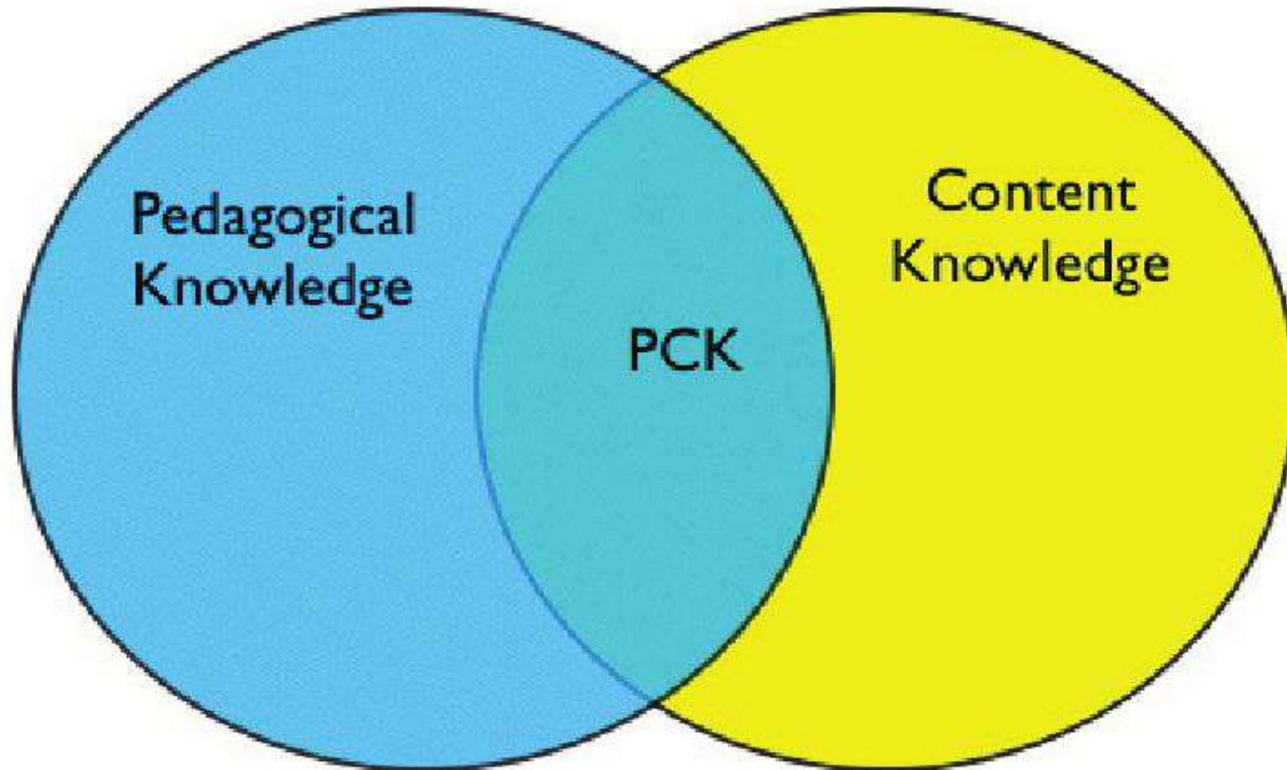


Future of teacher education

- ◇ Flipped learning should be a tool you have
- ◇ It works well with ELT
- ◇ It promotes communicative and active learning
- ◇ The internet is not going away
- ◇ Technological competency is insufficient
- ◇ Virtual competency is required
- ◇ Reading is no longer the way to learn
- ◇ Interactions and roles have changed

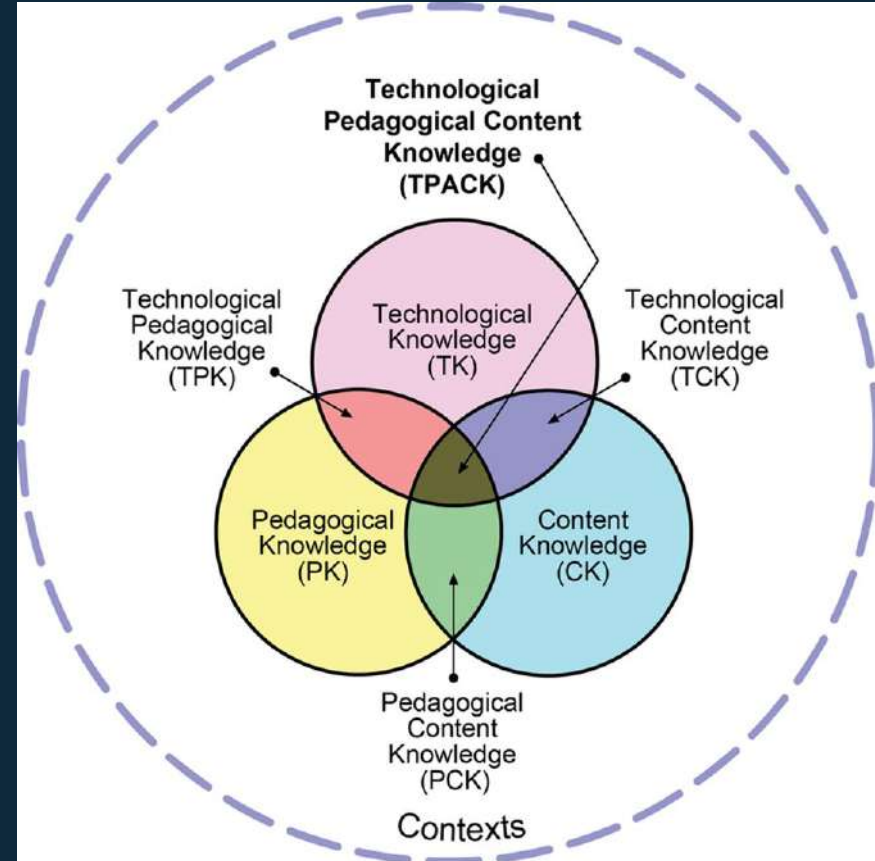


Shulman (1987)



Mishra and Koehler (2006)

- Technology is a core teaching competency
- Knowledge based



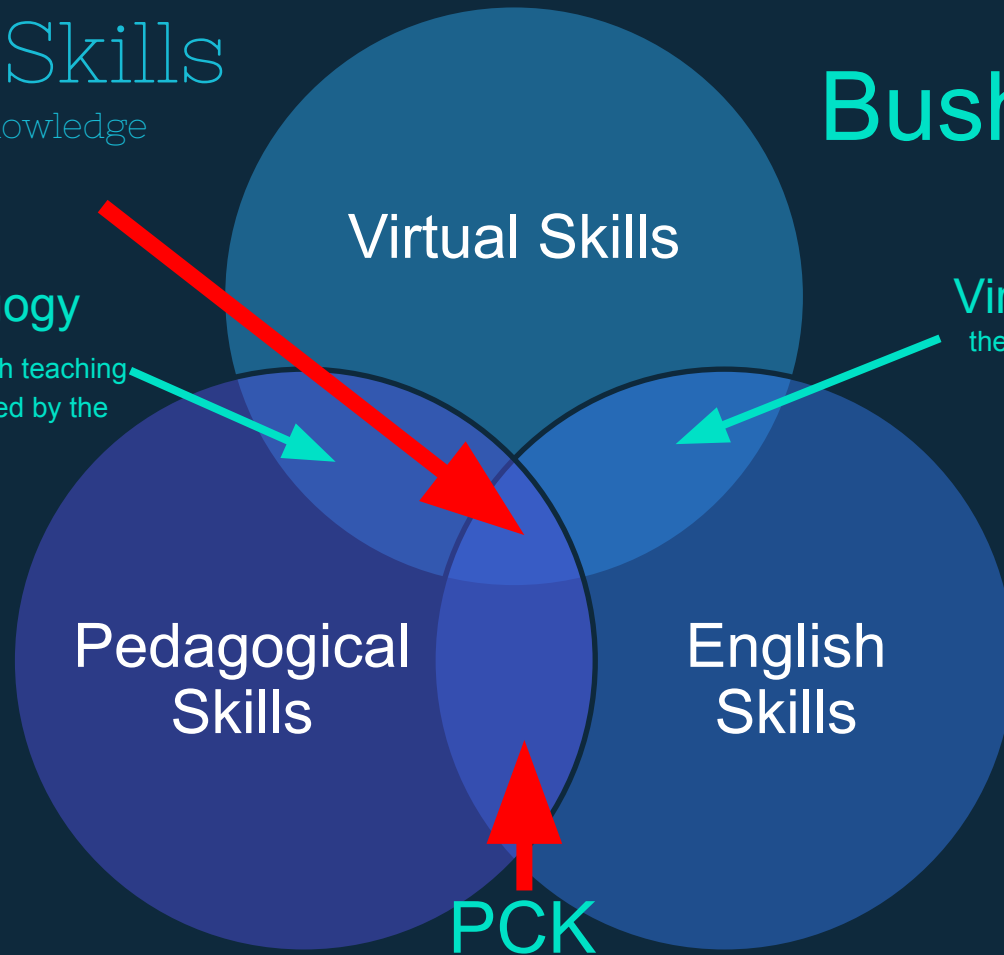
VEP Skills

not knowledge

Bush (2021?)

Virtual Pedagogy Skills
the ways in which teaching
is done on and constrained by the
internet

Virtual English Skills
the ways English is used on and
constrained by the internet



PCK



Conclusions

“ The future ain’t what it used to be.”


– Yogi Berra





Future of flipped learning for ELT

What teachers can do is more important than what they know

- ◇ Knowledge is freely available everywhere
 - ◇ Millennials and Gen alpha (born 2010-2020) are fundamentally different from earlier generations
 - ◇ We cannot teach the way we were taught and be effective
 - ◇ Students refuse receptive learning
 - ◇ They NEED active, enjoyable, and engaging education
- 

The future of flipped learning in ELT

- ◆ Flipped learning is on a growth trajectory
- ◆ Several factors to be considered
- ◆ How well teachers flip
- ◆ Emerging technologies
- ◆ How teachers are educated
- ◆ How long it continues to be called “flipped”



Thanks!

Any questions?

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