

Flipped Learning in ELT within the Context of Instructional Design



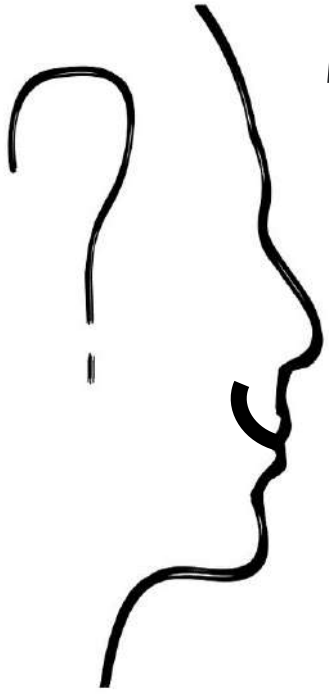
Ahmet Başal
Dr. at Yıldız Technical University
School of Education
Department of Educational Sciences

 ahmetbasal@gmail.com

 @Ahmet_Basal_



Flipped Impact Conference, December 4, 2021, Ankara, Turkey /Plenary
Speech

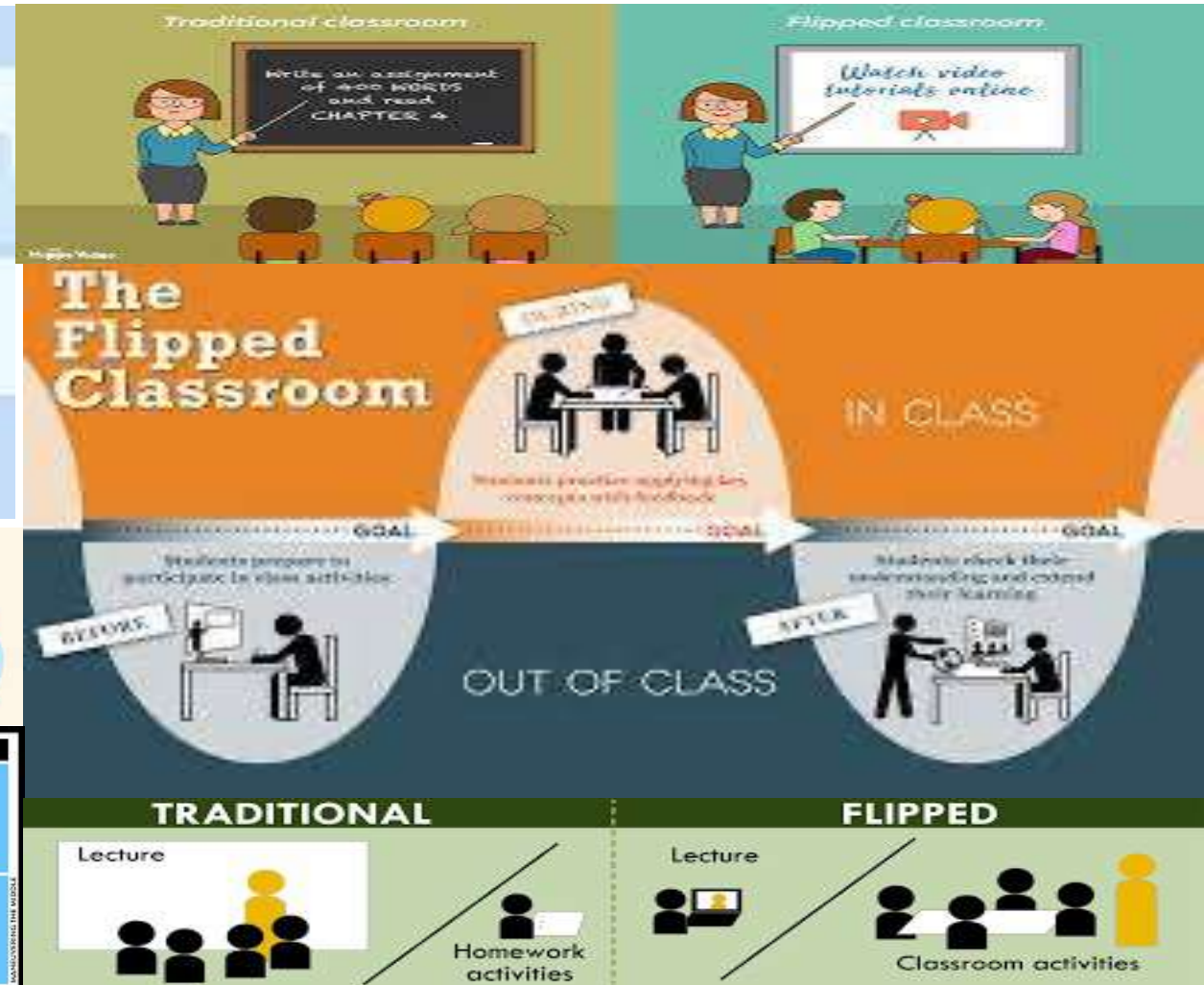
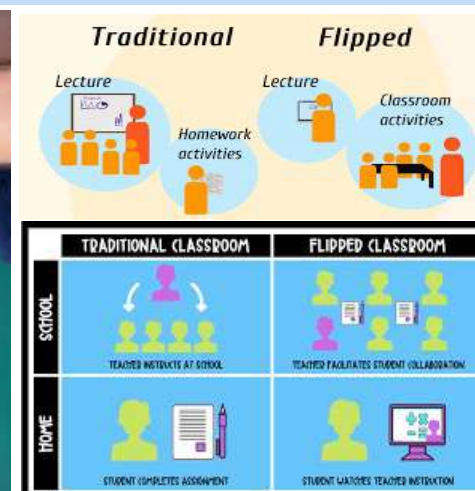
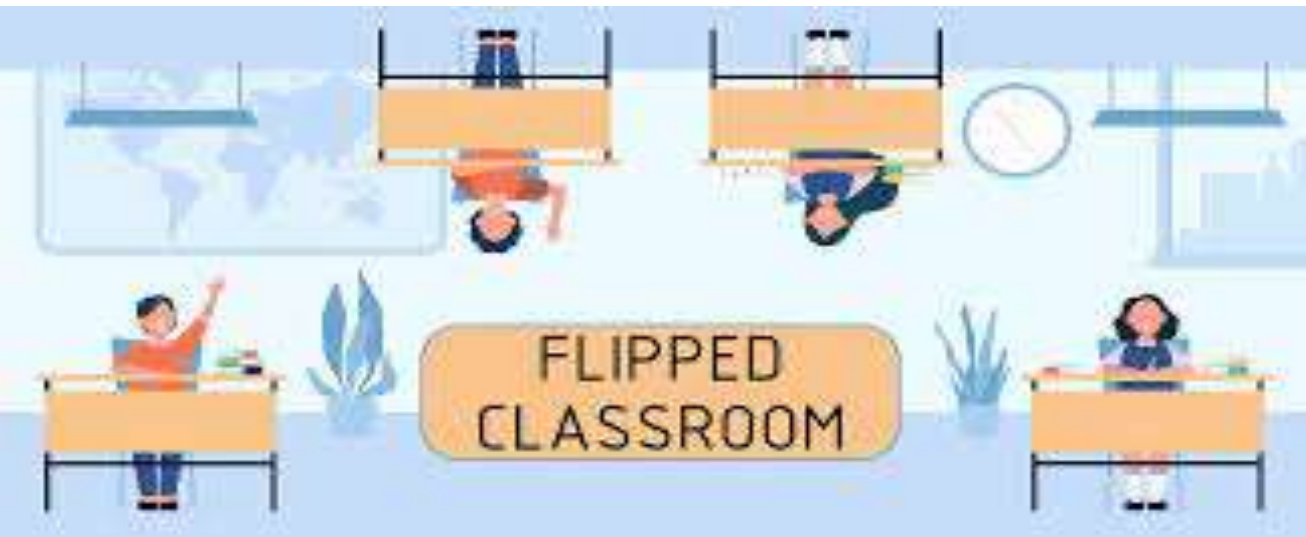


What are we actually flipping with flipped classroom approach?

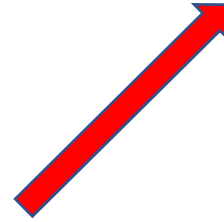
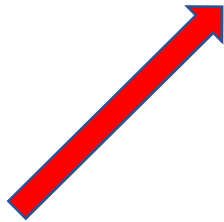
Are the recorded videos essence of flipped approach?

What we want to achieve with flipped classroom?

A picture is worth a thousand words, **but...**



Numbers



Misunderstanding?

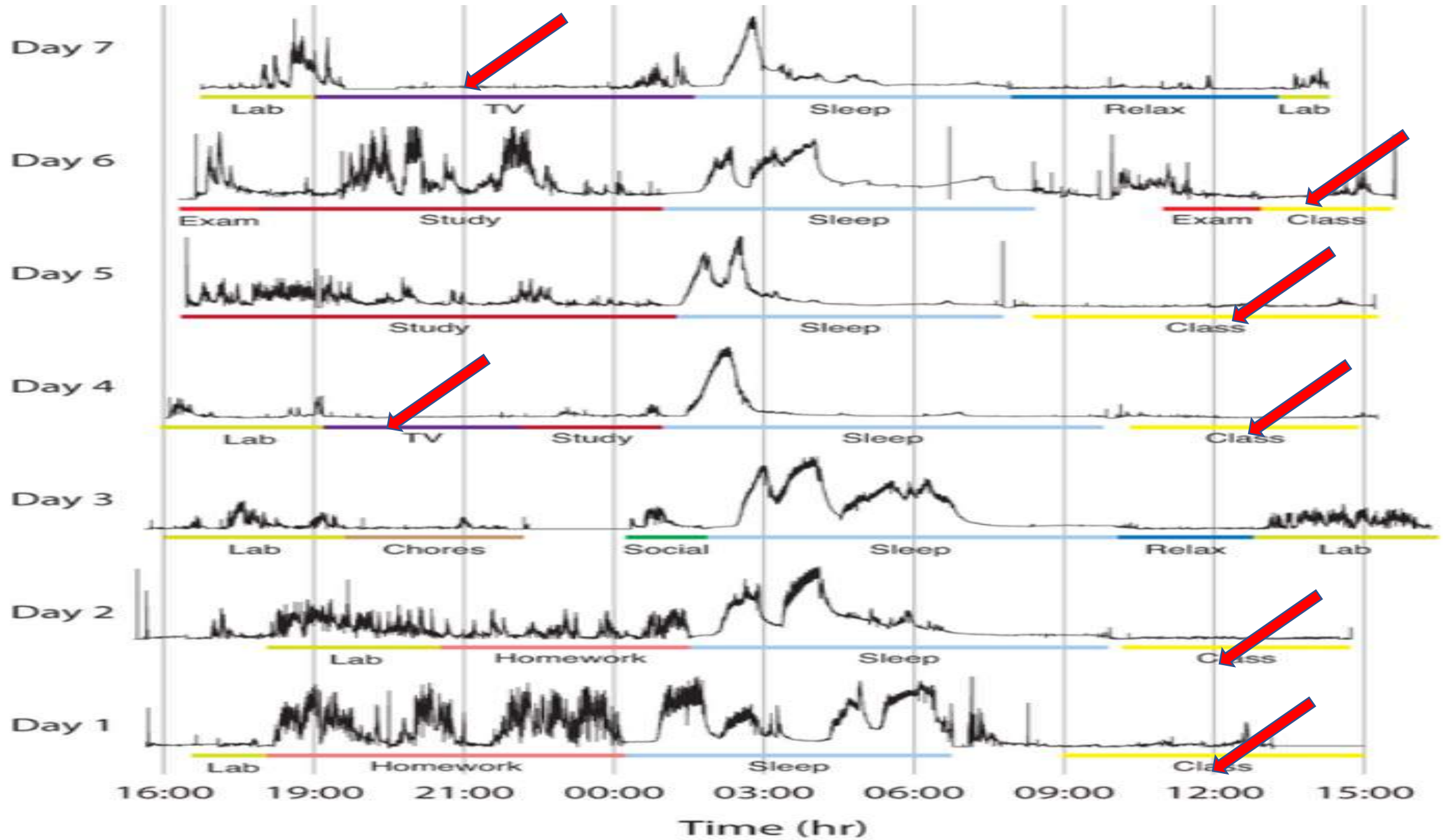
- If we understand flipped classroom as only the inversion of what we do in class and what we do outside of the classroom,
- If we use videos including some sort of lecturing outside the classroom?
- If we leave the students alone with the lecture content outside the classroom?
- If we only focus on lower order thinking skills outside the classroom and leave all the higher order thinking skills for the inside of the classroom?

FIVE MINUTE UNIVERSITY VS. FLIPPED CLASSROOM



0:00 / 3:55





**You are not flipping
your class,
you are flipping your
pedagogy.**



**From lecturer mode
to
instructional designer
mode.**



What we do with flipped approach is designing a learning environment methodologically systematically with sound pedagogy.



In and out

Digest/Assimilate
/Internalize

Ingest/Consume

THIS IS NOT TRUE !!!

In class

Out of Class

In and out

Making sense of
information

Information
transfer
(can and should be
more with good
instructional
design)

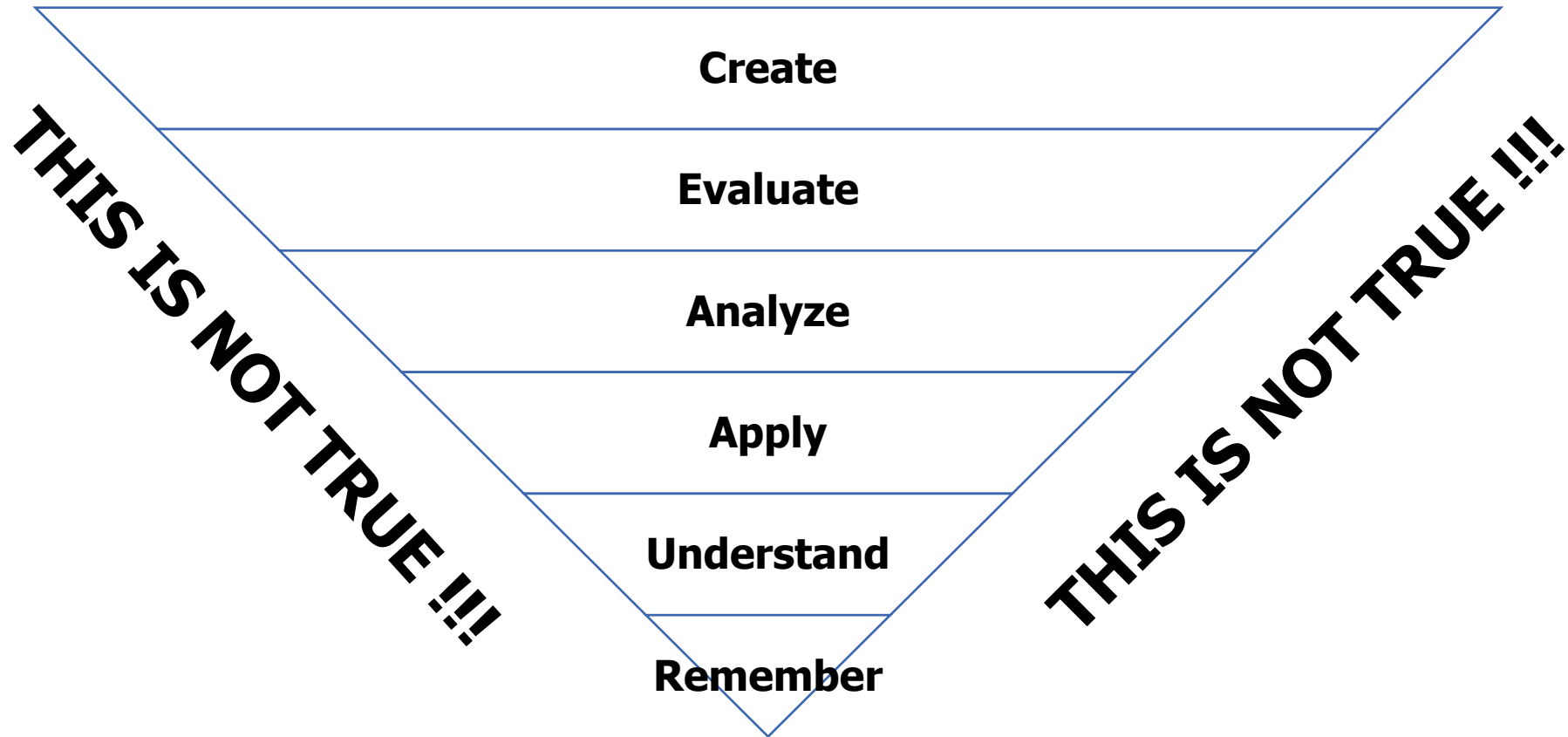
THIS IS NOT TRUE !!!

In class

Out of Class

Flipping Bloom's Taxonomy

High-level Bloom's : Outside the class

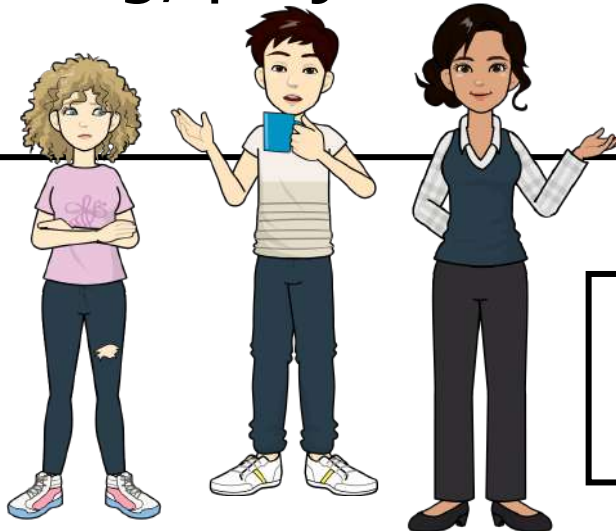


Low-level Bloom's : Inside the class

In and out

active learning, student engagement, learner-centeredness,
individual learning, peer learning, discovery-inquiry learning
collaboration, cooperation, interaction, group work, problem-
based learning, project-based learning

In class



Out of Class

Putting pieces together

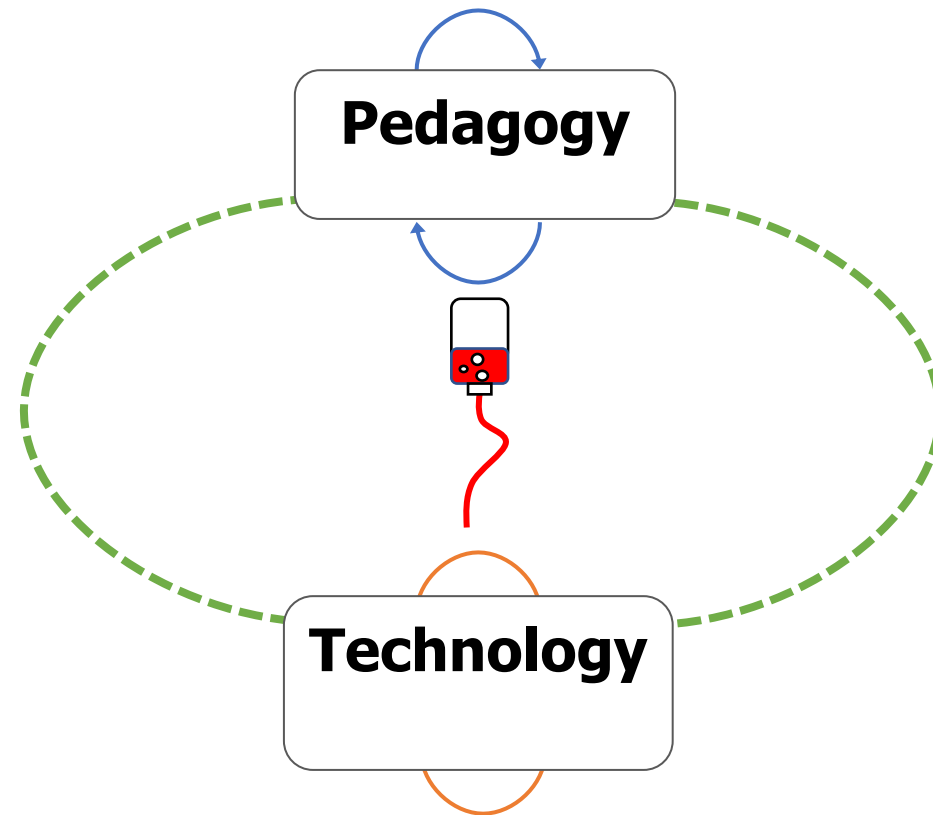
Content

Teaching model

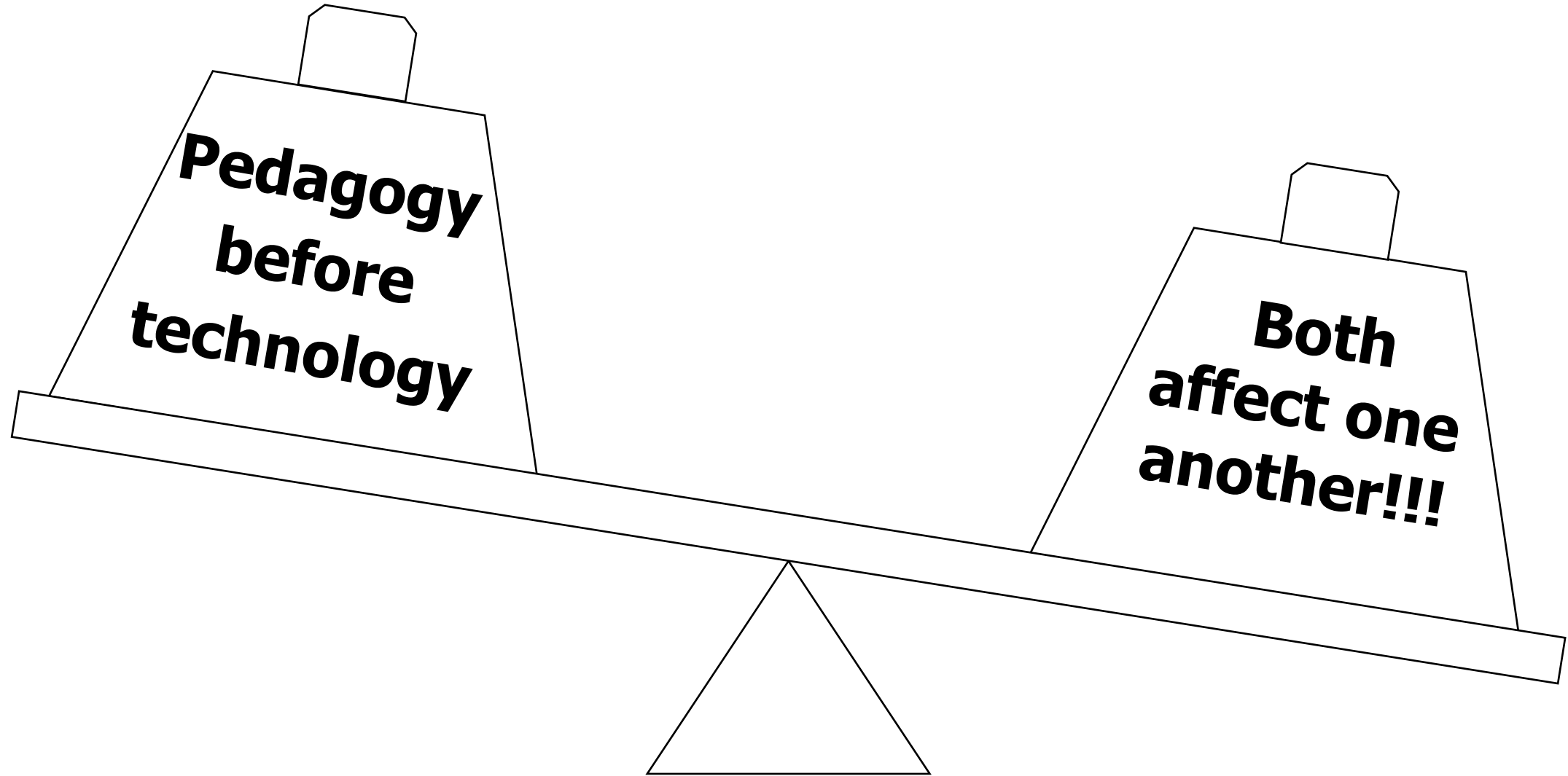


Learning model

Technology



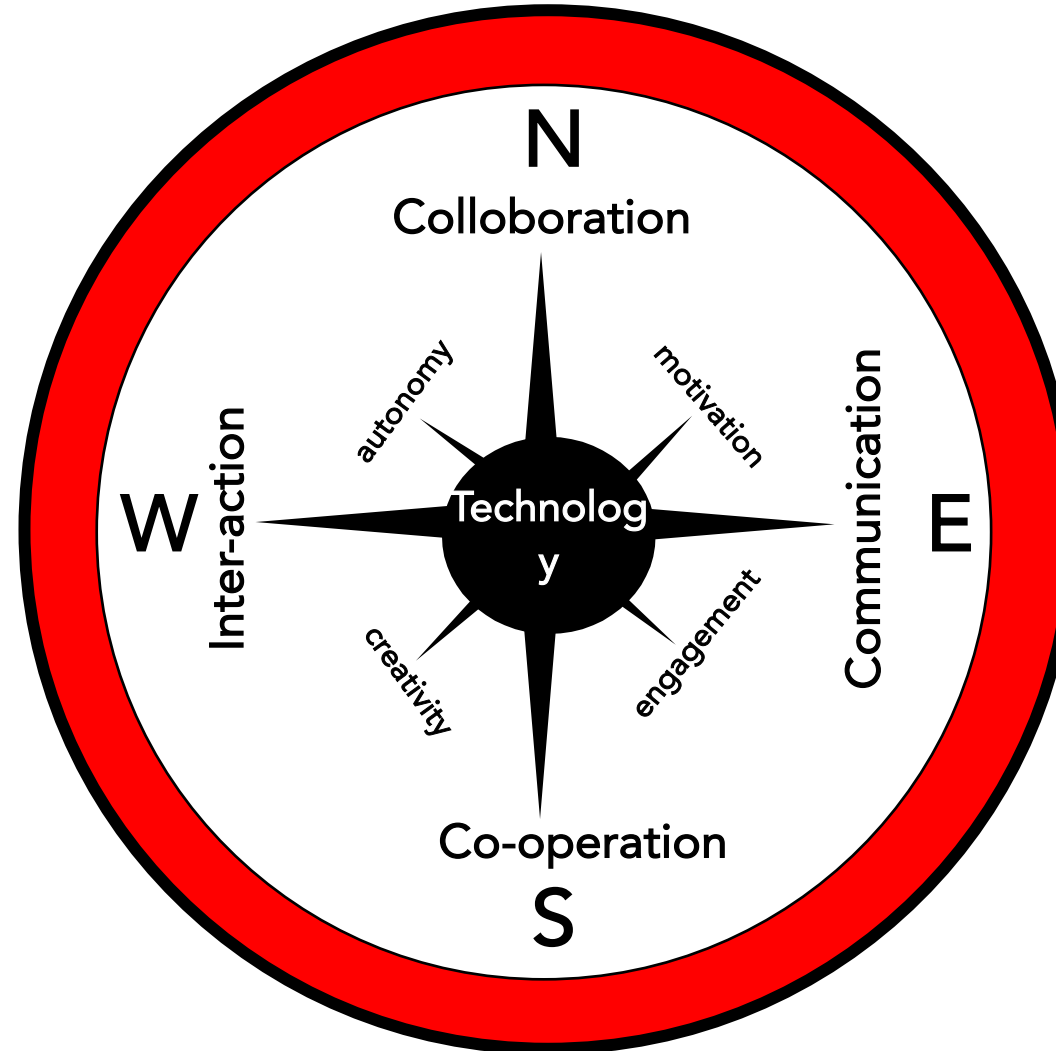
?



Use of Technology

Whys-Tech in teaching Compass[©]

ahmetbasal@gmail.com



Out of Classroom / LMS

LMS



Out of Classroom / Web 2.0 tools

Curation Tools	blendspace / padlet / livebinders / thinglink / Google form-docs-slides
Infographic / Concept Maps	easel.ly / canva / mindmeister /piktochart/ popplet / bubbl.use /
Interaction / Discussion /Colloboration /Cooperation	Tricider /answergarden / padlet
Video	Edpuzzle /vialogues voicethread / flipgrid/ edtech / camtasia

Out of Classroom / Content Presentation

All the Web 2.0 technologies in this study were used to create an environment conducive to bring engagement with their participatory nature. *Tricider* was used to encourage brainstorming. The participants were given an educational problem and asked to create solutions to the problem. *Padlet* was used to summarise the lecture content as an exit ticket. *Flipgrid* was used to stimulate discussion around a given topic. *Google docs* was used to create an information gap activity where participants worked collaboratively to fill in the blanks in a given table. With screen-sharing, all the participants could see how their peers are contributing to the given activity.

Out of Classroom / Content Presentation

Teaching Receptive Skills / Focus on Listening



Teaching Receptive Skills
READ



previous document and
t I highlighted in the
answer the following



the challenges of teaching
the link below and record
otes from your friends' any

WATCH: ACTIVE VIDEO
Enter description/notes



Listening skills
WATCH & THINK



Please answer the questio...
Edit quiz



Dear Students

Please write your
opinions related to what
makes a listening
lesson bad or good. Be
specific and give
examples for both.

YOUR TURN
Edit resource



Homework for in
class

Before coming to
the lesson, please
make an ...

IN CLASS
Edit resource



Out of Classroom / Content Presentation

2 WATCH: ACTIVE VIDEO



Now is the time for your answers. Based on the previous document and key points that I highlighted in the video, please answer the following question.



What are the challenges of teaching listening?

Please use the link below and record your answer. Also take notes from your friends' answers.



Voicespicelink

Out of Classroom / Content Presentation

3 Listening skills

How to Teach Listening for the CELTA

How to Teach Listening for CELTA

Daha sonra...

Paylaş

Description:




WATCH & THINK

Discussion:


T D. In this video, lackness of visuals and topic are mentioned under the title of difficulties. However, we can solve these things. Acting or role-playing may help us to remove the lackness of visuals by acting the situation that we listen. Also we have the opportunity to access the materials about the topic that we want to teach. Even if we don't, we can create our own dialogues which is appropriate for our topic for the class. As a result, we have alternatives to eliminate these problems.

10/139:06 am

Out of Classroom / Content Presentation

Please answer the questions.   

1. Many receptive skill activities prove less successful than anticipated because the topic is not appropriate or because students are not familiar with the genre they are dealing with.
☐ TRUE
☐ FALSE
2. When asking students to read and listen we want should use texts and tasks that are either far too easy or far too difficult.
☐ TRUE
☐ FALSE
3. Pre-listening activities are introduced to help students see how the listening text relates to what they already know.
☐ TRUE
☐ FALSE
4. When a proficient listener listens, he passively receive what the speaker says.

[View Results](#) [Submit](#) 

Out of Classroom / Content Presentation

5 YOUR TURN

Dear Students

Please write your opinions related to what makes a listening lesson bad or good. Be specific and give examples for both.

Description:

Discussion:

Mç. Listening makes listening lesson good if we use students' interest for the materials. For example; if we use a popular movie for listening lesson students don't bore and they listen willingly. And this would be very useful for knowledge acquired by listening.
10/11:17 pm

Aç. Listening activities will not be so challenging if pre-listening activities are done as students will have an opinion on the task. With this kind of warming ups will eliminate the obscurity barrier. So they feel safer.
10/2 12:24 am

Tü. making inferences and deduction from listening parts is really helpful for learners' ability of interpretation.
10/2 10:39 am

MA. What makes a listening lesson bad: In a listening lesson, not making any warm-up activities and just passing to listening part whose topic doesn't apply to students' interest and not making useful post-listening activities will not help students to develop themselves.
10/2 11:41 am

Add a comment...

Out of Classroom / Content Presentation

IN CLASS



Homework for in class

Before coming to the lesson, please make an infographic by using an infographic tool summarizing the content of this lecture and also write 3 questions about the content to be discussed in the classroom.

Before I finish,

- F**ocus on the engagement of the students.
- L**ook for suitable technology that suits you and your students' needs.
- I**nform your students about the whys and hows of your choice of flipped approach.
- P**rovide a sound lecture sequence balancing in class and out of class.
- P**ick a flipped model that suits you or your students or create one.
- E**mploy active learning and teaching strategies both in and out of class.
- D**evelop your flipped classroom approach based on your experiences.

Flipped Learning in ELT within the Context of Instructional Design



Ahmet Başal
Dr. at Yıldız Technical University
School of Education
Department of Educational Sciences

 ahmetbasal@gmail.com

 @Ahmet_Basal_



Flipped Impact Conference, December 2021, Ankara, Turkey