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FLIPPED IMPACT

Flipped Learning to promote inclusive education

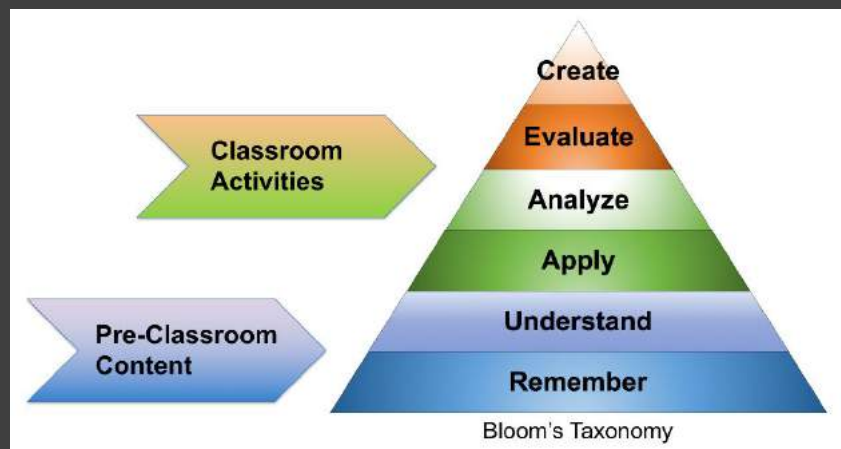Kaunas

5th November 2019

Ron Barendsen & Roelien Wierda & Kasha van der Poel
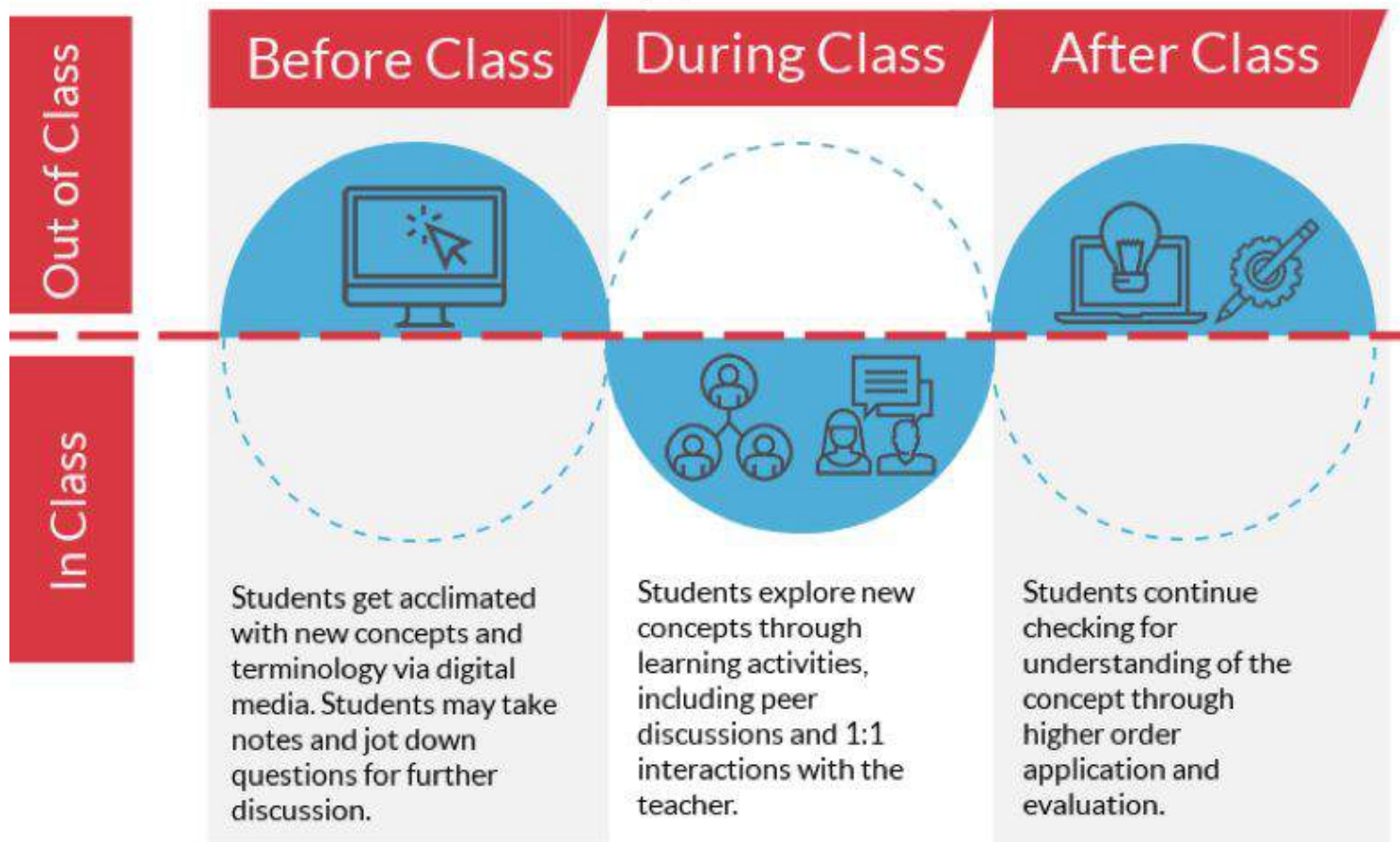
Programme

- Getting to know each other
- Learning Outcome
- Definition
- Models
    - SAMR
    - Universal Design for learning
    - Research
- FL in action
- Introducing the FLIPPED IMPACT model
    - Wrapping up
- Questions

Learning Outcome

At the end of this session you will have a clear idea how Flipped Learning can contribute to inclusive learning. In addition you will have a general understanding how to select, design and implement flipped learning materials

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The Flipped Classroom

Out of Class	Before Class	During Class	After Class
In Class	Students get acclimated with new concepts and terminology via digital media. Students may take notes and jot down questions for further discussion.	Students explore new concepts through learning activities, including peer discussions and 1:1 interactions with the teacher.	Students continue checking for understanding of the concept through higher order application and evaluation.

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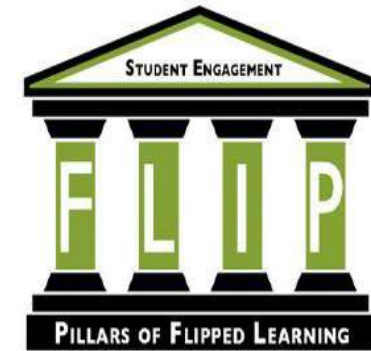NHL STENDE hogeschool

Definition

Definition of Flipped Learning

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.

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Models

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SAMR

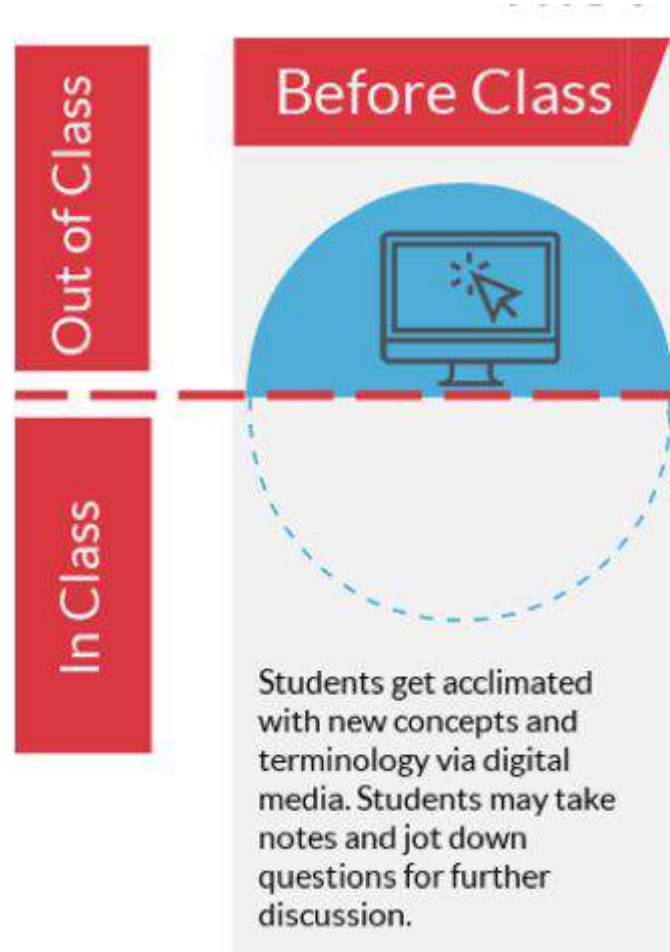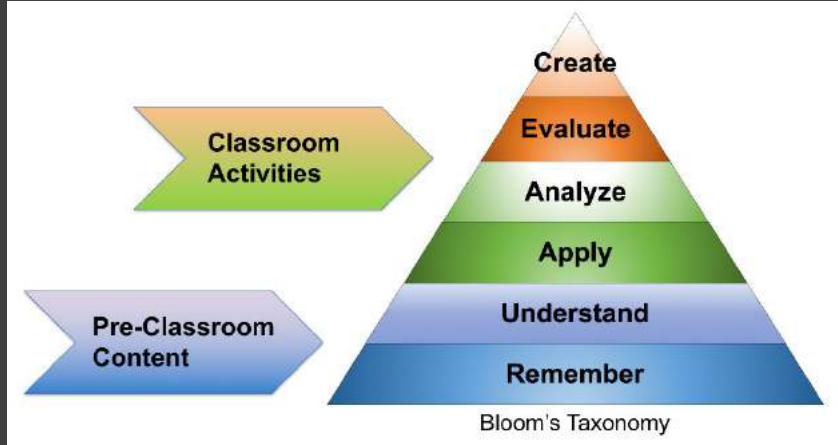| Substitution	Augmentation	Modification	Redefinition
Tech acts as a direct tool substitute, with no functional change.	Tech acts as a direct tool substitute, with functional improvement.	Tech allows for significant task redesign.	Tech allows for the creation of new tasks, previously inconceivable.
cup of coffee	latte	caramel macchiato	pumpkin spice

Flexible Environment
Learning Culture
Intentional Content
Professional Educators

STUDENT ENGAGEMENT
FLIP
PILLARS OF FLIPPED LEARNING

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement
For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation
For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression
For strategic, goal-directed learners, differentiate the ways that students can express what they know.

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Added Value

Substitution	Augmentation	Modification	Redefinition
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cup of coffee	*latte*	*caramel macchiato*	*pumpkin spice*
S	**A**	**M**	**R**

Students get acclimated with new concepts and terminology via digital media. Students may take notes and jot down questions for further discussion.

= the past tense
= interactive video via Edpuzzle

Bloom's Taxonomy

During Class

Students explore new concepts through learning activities, including peer discussions and 1:1 interactions with the teacher.
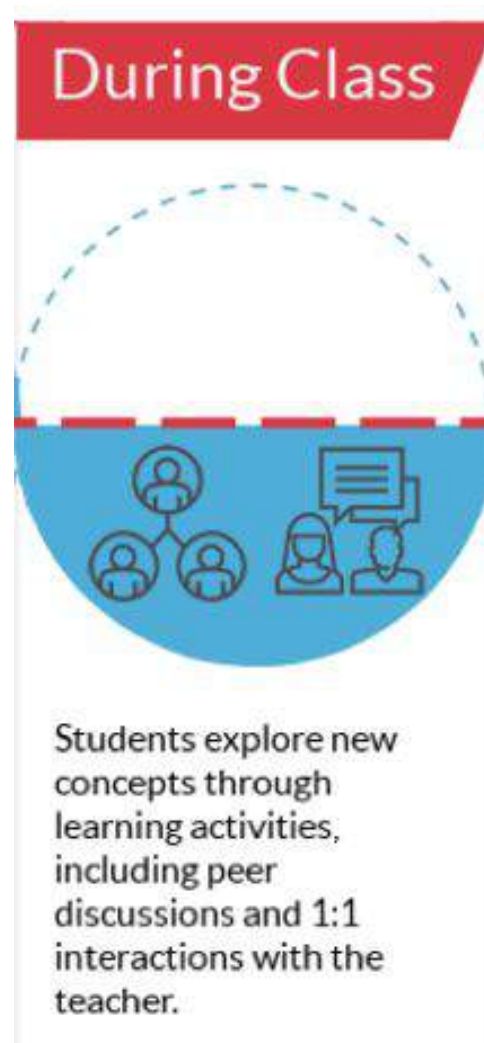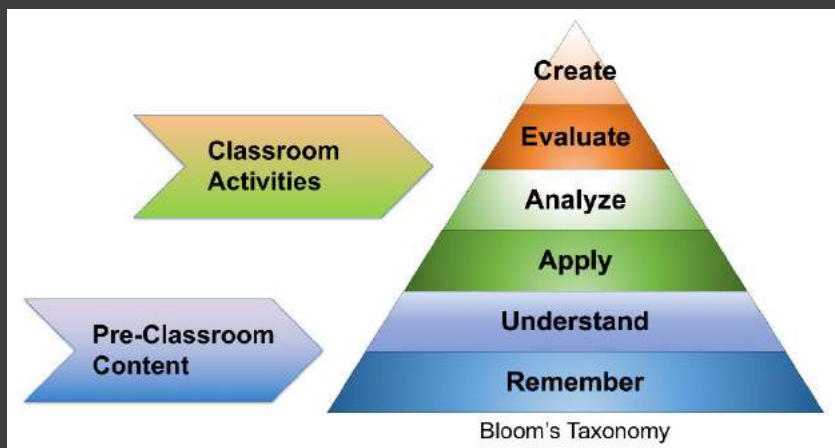
- Discussions about past holiday
- Presentations about historical events
- Drama and performance
- Peer feedback on presentations
- Teacher feedback idem

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The way we learn is as unique as our fingerprints

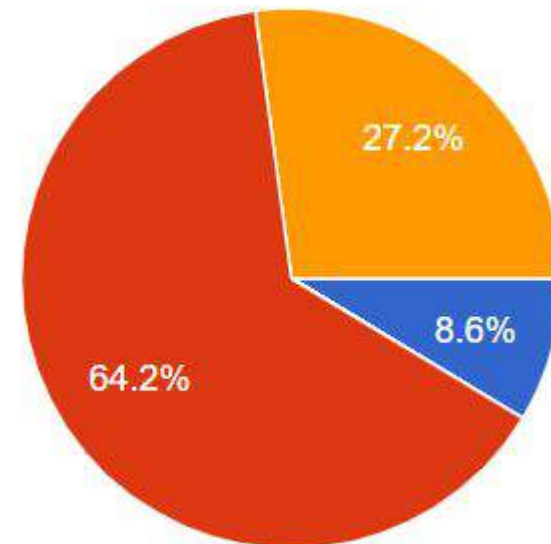sped.dpi.wi.gov/sites/default/files/imce/.../udl-access-assess-engage.ppt

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sped.dpi.wi.gov/sites/default/files/imce/.../udl-access-assess-engage.ppt

To what extent is this true for European K12 students?

- baseline test or questionnaire (n = 283)

I think I learn English best

283 responses

- 47.3%
- 27.9%
- 19.4%
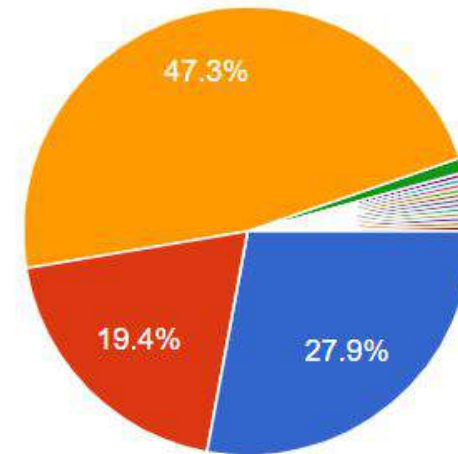
- When the teacher explains everything
- When I can prepare at home and prac…
- When I can play English games and w…

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sped.dpi.wi.gov/sites/default/files/imce/.../udl-access-assess-engage.ppt

N = 82

🔵 There is not enough learning material

🔴 The amount is just right

🟠 There is too much learning material

27.2%

8.6%

64.2%

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sped.dpi.wi.gov/sites/default/files/imce/.../udl-access-assess-engage.ppt

- From our baseline questionnaire (n = 283)

Some conclusions :

- The what of learning is explained : 40%
- The why of learning is explained : 48%
- The how of learning is explained : 33%
- Large variations in **motivation**
- Large variation in how students **like to learn**
- 61% of the students think English at school is interesting

Diversity

How can we address these differences in FL?

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Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.

Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

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https://www.myschoolsnetwork.com/projects/discover-poetry/page/11263

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Flipped learning in teacher education

Learning outcome for preservice teachers

You design, develop and test an online Flipped Classroom course for your subject. Your product is UDL-based and facilitates place- and time independent learning by your students.

Your prototype includes a teacher manual with instructions regarding fitting classroom activities to complement the learning activities the students have done at home on the basis of your online course.

The Flipped Impact Model for teacher training NHL Stenden
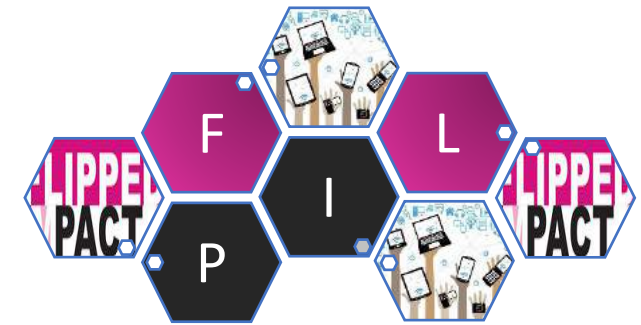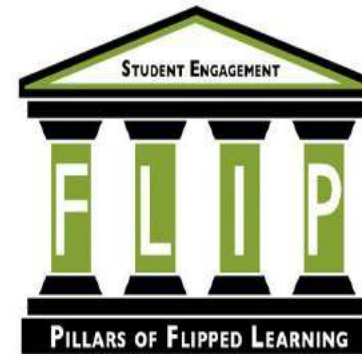
- Flexible
- Learner oriented
- Interactive
- Purposeful

The Flipped Impact Model

- Flexible
- Learner oriented
- Interactive
- Purposeful
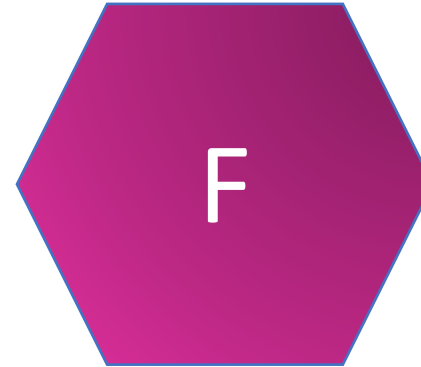
Flexible
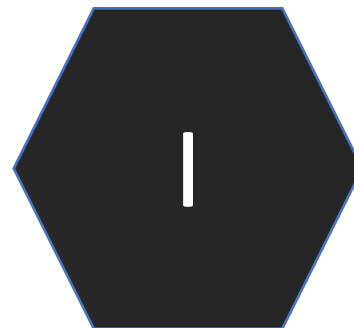Online and physical spaces where students have different options in terms of difficulty, format and interest

L
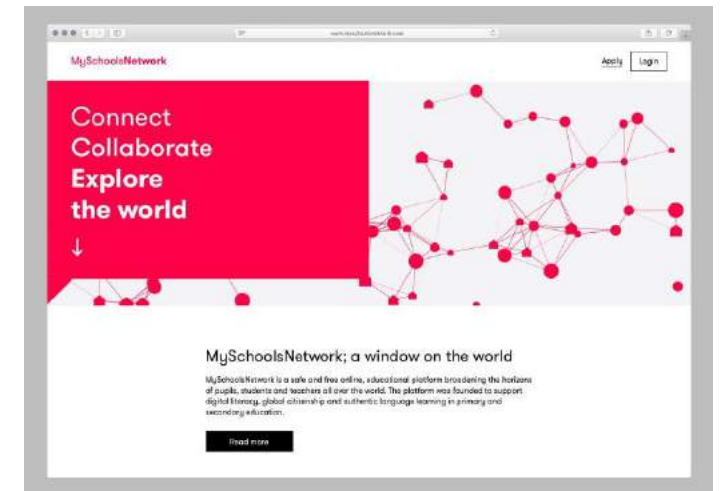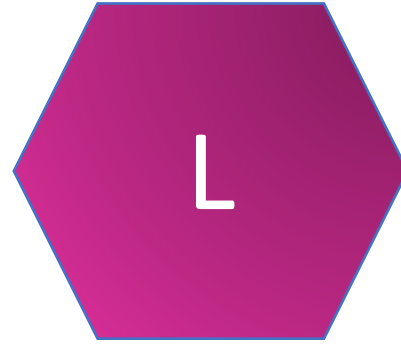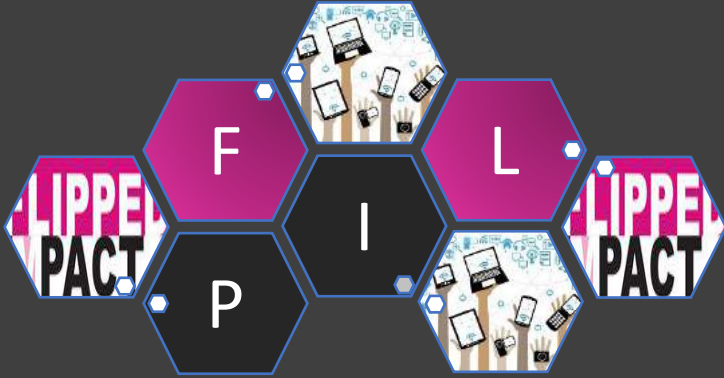
Learner oriented
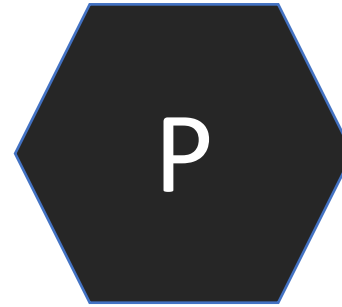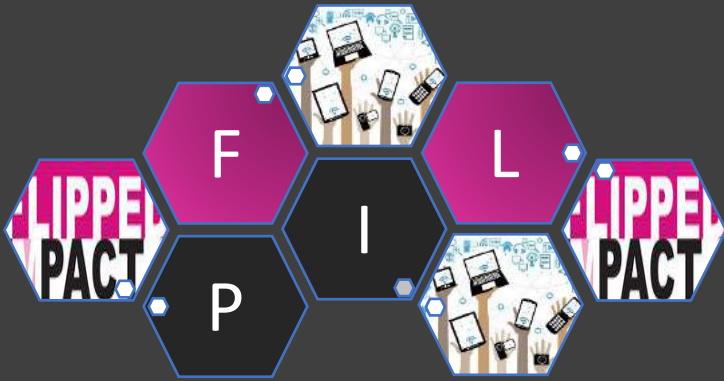The individual learner is the focus of the design of Flipped Learning.
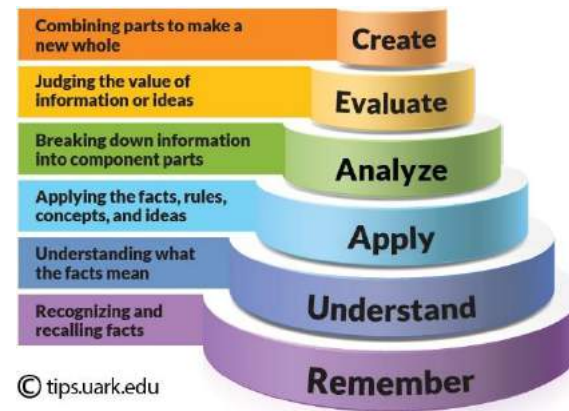
Interactive
Stimulate engagement and participation by all.

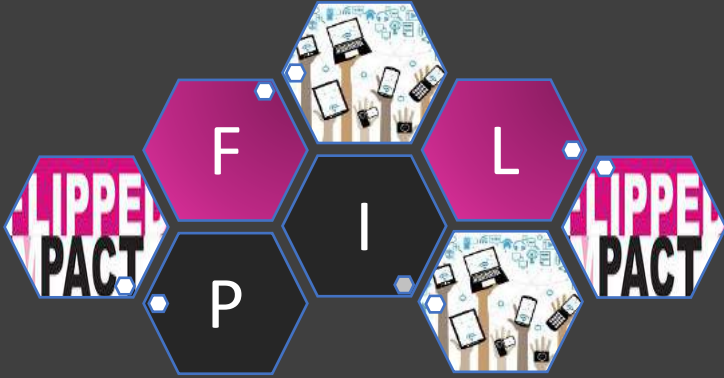**Purposeful**
Clear info about goals and organization are available for the students online and beforehand

Resources :
- https://www.nhlstenden.com/en/locations
- https://youtu.be/E326zpioR1M (SAMR substitution)
- https://edpuzzle.com/media/5cb4bce9924e04409801c4e9 (SAMR Augmentation)
- http://www.cast.org/
- https://youtu.be/DYGQUcP1790 (the shoestore)
- https://www.myschoolsnetwork.com/projects/introduce-yourself/page/13072
- https://www.myschoolsnetwork.com/projects/discover-poetry/page/11263
- https://www.myschoolsnetwork.com/projects/flipping-the-classroom-proficiency-option-2019-2020/page/13505
- https://www.myschoolsnetwork.com/projects/how-to-make-a-smart-timetable/page/11200
- https://www.myschoolsnetwork.com/projects/3d-shape-with-me-key-stage-2/page/12593
- https://www.myschoolsnetwork.com/