

## THE RUBRIC FOR THE ASSESSMENT OF FLIPPED LESSON PLANS

## POTENTIAL CHALLENGES IN FLIPPED INSTRUCTION AND POSSIBLE SOLUTIONS

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## LEARNING OUTCOME

- By the end of this session you will understand and evaluate the rubric for the assessment of flipped lesson plans as well as learn potential challenges in flipped instruction and possible solutions



# CONTENT

- Assessment
- Types of assessment
- Assessment *for, as* and *of* learning in flipped classroom
- Assessment strategies for the Flipped Learning Environment
- The Rubric for the assessment of flipped lesson plans
- Obstacles to flipped learning and how to overcome them



**EDUCATIONAL ASSESSMENT IS THE PROCESS OF MEASURING AND DOCUMENTING WHAT STUDENTS HAVE LEARNED. IN A TRADITIONAL CLASSROOM SETTING, THE EDUCATIONAL ASSESSMENT FOCUSES ON IDENTIFYING THE KNOWLEDGE, SKILLS, AND ATTITUDES STUDENTS HAVE ACQUIRED VIA A LESSON, A COURSE, A GRADE LEVEL, AND SO ON.**

- **ASSESSMENT**
- **EVALUATE**
- **MEASURE**
- **DOCUMENT**

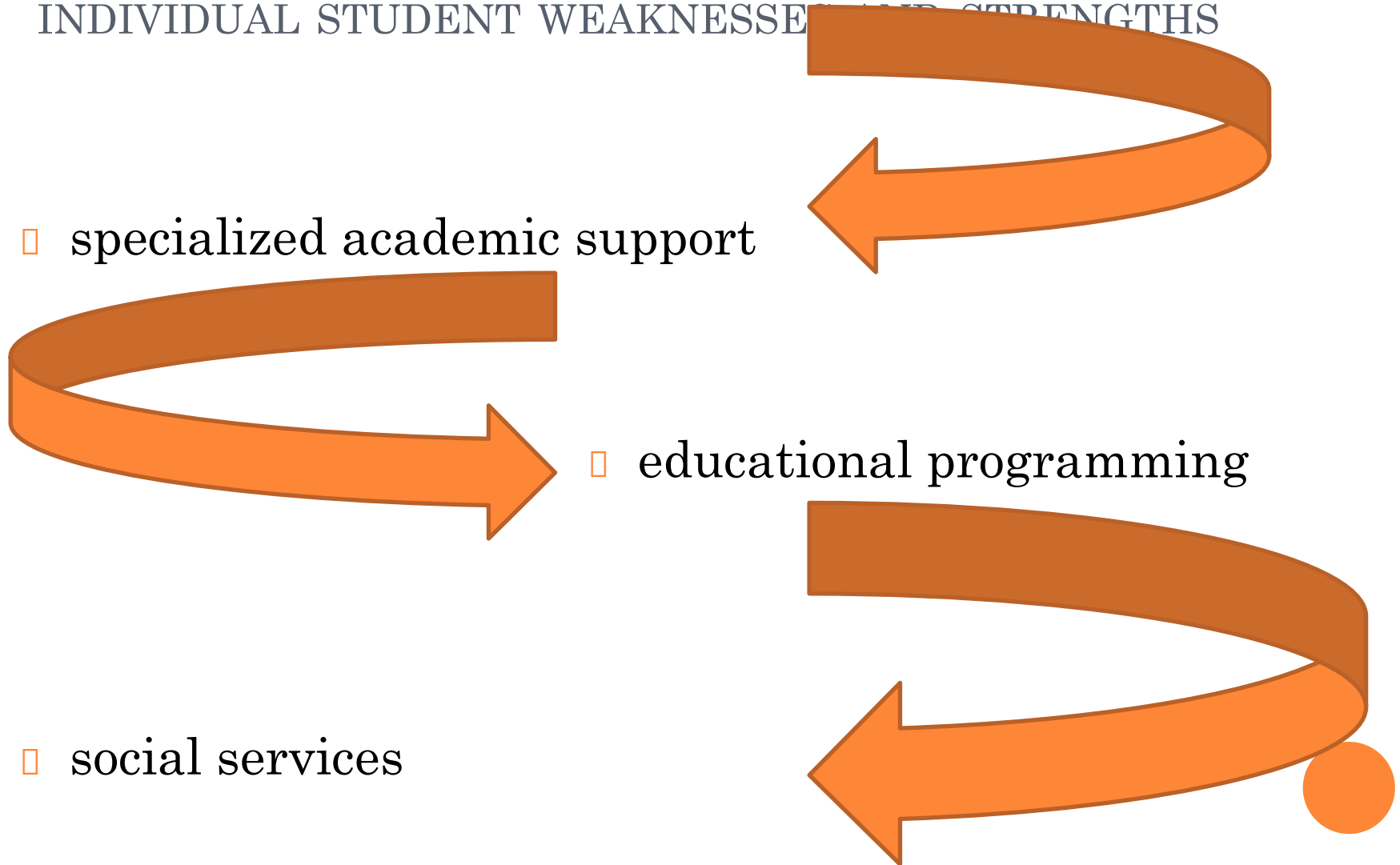


## ASSESSMENTS ALSO ARE USED TO IDENTIFY INDIVIDUAL STUDENT WEAKNESSES AND STRENGTHS

□ specialized academic support

□ educational programming

□ social services



# THE ASSESSMENT CYCLE

- **Select&**
- **Design**
- **Implement**
- **Gather**
- **Analyze&**
- **Evaluate**
- **Identify gaps**
- **Make decisions**
- **Define&**
- **Redefine**



ASSESSMENTS IN EDUCATION CAN BE CATEGORIZED INTO MANY DIFFERENT TYPES, BUT ONE OF THE MOST COMMON IS TO DIVIDE THEM INTO DIAGNOSTIC, FORMATIVE AND SUMMATIVE TYPES:

- Diagnostic : to identify a problem or a situation, its aim is to map needs or possible lack of knowledge.
- Summative: to provide information about performance at the end of a course;
- Formative: to provide support for future learning;



Diagnostic assessment	Formative assessment	Summative assessment
Helps students identify the areas of strengths and weaknesses	Provides feedback to students about their learning progress	Evaluation at the conclusion of a course of study
Its aim is to map needs or possible lack of knowledge	Informs teachers of areas of mastery and areas for growth	Judges student skills or knowledge
Grades are not given	Occurs during the unit of learning	Evaluates degree to which course met its goals
At the beginning of the school year or when introducing a new subject	Ongoing	May determine whether a student earns credit for a course
	May be informal	
	Shapes future learning	





# FC METHOD IS STUDENT-CENTERED

To ensure that this approach is maintained throughout the whole teaching-learning process, the evaluation system should be student-centered.

- ❑ Self-assessment,
- ❑ Assessment by peers,
- ❑ Evaluation of project work,
- ❑ Cooperative work,
- ❑ Portfolio,
- ❑ Articles,
- ❑ Studies,
- ❑ Study logs.

**STUDENT-CENTERED**



**LEARNING**



# ASSESSMENT *FOR*, *AS* AND *OF* LEARNING

## Assessment for Learning

- enables teachers to use information about students' knowledge, understanding and skills to inform their teaching
- teachers provide feedback to students about their learning and how to improve

## Assessment as Learning

- involves students in the learning process where they monitor their own progress, ask questions and practise skills
- students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

## Assessment of Learning

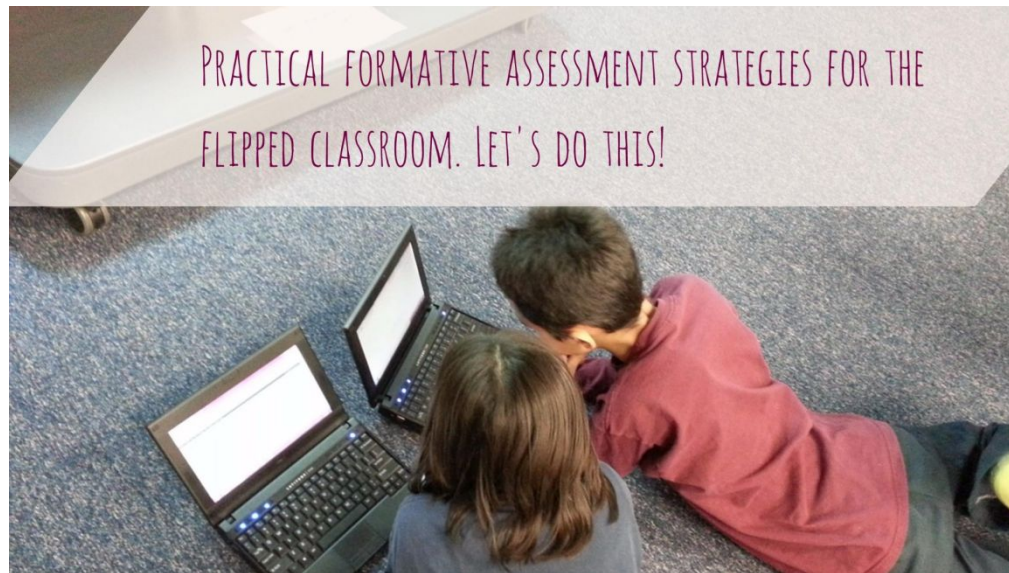
- assists teachers to use evidence of student learning to assess student achievement against learning goals and standards

<https://abdao.wordpress.com/2015/07/18/purpose-of-assessment/>



# FOUR ASSESSMENT STRATEGIES FOR THE FLIPPED LEARNING ENVIRONMENT

Flipped learning is more decentralized and personalized than a traditional course design, the challenge is to have assessments that provide reliable, actionable information about student learning in the various phases of flipped learning that is as up to the minute as possible.



HERE ARE FOUR STRATEGIES FOR FLIPPED LEARNING ASSESSMENT THAT CAN HELP PROVIDE THIS KIND OF SUPPORT.

- **Start with good learning objectives**
- **Employ a “frequent and small” approach**
- **Use “preformative” assessment**
- **Act on, and share, the data you collect**



# THE RUBRIC FOR THE ASSESSMENT OF FLIPPED LESSON PLANS

Competences		Excellent	Good	Fair	Needs improvement
1	The teacher plans effectively and sets clear objectives that are understood.				
2	The teacher shows knowledge and understanding.				
3	Teaching methods used enable all students to learn effectively.				
4	Students are well-managed and high standards of behaviour are insisted upon.				
5	Pupils work is assessed thoroughly.				
6	Pre-work is used effectively to reinforce and extend learning.				
7	IT is used in various activities.				
8	Reflection / Feedback				



# OBSTACLES TO FLIPPED LEARNING AND HOW TO OVERCOME THEM

- ❑ Flipped learning – which requires pupils to engage with instructional content in their own time, before undertaking corresponding tasks in the classroom – is helping to deliver a more personalised learning experience for pupils.



# OBSTACLES TO FLIPPED LEARNING AND HOW TO OVERCOME THEM

- There are some aspects of the FC model that instructors may view as negative. According to educators, some learners initially have trouble or are resistant because they are accustomed to traditional approaches.
- They also mention that preparing a good quality video can be very time consuming for teachers and some teachers can be resistant because of their lack of experience with the necessary technology.
- Finally, warn that if materials are not of high quality or do not match with the learners' level, issues can arise.
- This indicates that the FC model requires extra work on the front-end of creating lesson plans for courses.



# THE CHALLENGES OF USING FLIPPED CLASSROOMS WERE CATEGORIZED INTO THREE MAIN THEMES

- **Barriers for professors**
- **Barriers for students**
- **Operational challenges**





# CHALLENGES FOR EDUCATORS

Category	Challenges
Familiarity of flipped classroom	Teachers might not understand the value of flipped classroom and accustomed to this new instructional approach.
Preparation of flipped classroom	Limited materials (e.g., instructional videos, handouts) are available and suitable for a particular class.
	Preparing flipped learning materials require considerable start-up effort.



## CHALLENGES FOR STUDENTS

Category	Description
Familiarity of flipped classroom	Some students hold a conventional view of learning.
Video lectures	Instructional videos are too long; and students cannot focus on watching videos.
	Watching videos are boring and passive.
In-class activities	Some students need more clear instructions on how to work productivity in groups during class.
Student workload	Pre-class activities are time consuming and overwhelm students' time at home.
Out-of-class supports	Students cannot ask questions immediately during video lectures.



# OPERATIONAL CHALLENGES

Category	Description
Students' IT resources	Student might not have Internet access to view the videos at home.
Monitoring students outside class	It is difficult to ensure that students have truly watched the video.
Teachers' IT skills	Teacher might not be able to upload the videos online.
Institutional supports	Flipped classroom approach relies on the extent of the investment by schools in computer resources.



# SOLUTIONS, IMPROVEMENTS AND RECOMMENDATIONS

Category	Recommendations
Student-related challenges	<ol style="list-style-type: none"><li>1. Opening up teacher-student communication before flipping</li><li>2. Demonstrating students how to learn through flipped classroom</li><li>3. Using cognitive theory of multimedia learning to guide video production</li><li>4. Retaining the workload when flipping a course</li><li>5. Providing students with communication platform outside the classroom</li></ol>
Challenges for educators	<ol style="list-style-type: none"><li>6. Enriching teachers' knowledge of flipped classroom approach</li><li>7. Preparing flipped learning materials progressively</li></ol>
Operational challenges	<ol style="list-style-type: none"><li>8. Supporting the students who are limited by technology resources</li><li>9. Using LMS with gamification to monitor and motivate student learning</li><li>10. Providing institutional supports of operating flipped classrooms</li></ol>

# OUR PERSONAL EXPERIENCE

- ❑ A lack of students' pre-work
- ❑ Lack of teaching resources



*Thank You  
For Your Atten.*



The major problems of using flipped classroom approach include teachers' considerable workload of creating flipped learning materials, and students' disengagement in the out-of-class learning. In fact, the previous reviews report that some students did not familiarize with this new learning approach and skipped the pre-class activities. In some flipped courses, a substantial amount of pre-class preparation efforts had caused students to be dissatisfied with the flipped classroom approach.



- How do the teachers manage their time for materials preparation?
- How can teachers make sure that the students come to class prepared?
- How does it affect students' achievements?





# FAQ

