



# Flipped Classroom

Within a university context, the flipped classroom approach is mostly being referred to as "inverted classroom". Both terms mean "reversed lessons" or "reversed classroom".

## Traditional lessons

### 1. Lesson



- Input (frequently) via teacher-centred instruction
- Little time for interaction

### 2. Homework



- Follow-up
- Practice/Transfer

## Flipped classroom

### 1. Homework



- Preparation
- Input via digital learning materials

### 2. Lesson



- Discuss/Resolve questions
- Practice/Transfer

VS



## Who invented it?

Although teachers all over the world have always been trying to optimise their lessons and implement innovat approaches, the actual impetus for flipped classroom originated from the US.

**In 2007, J. Bergmann and A. Sams from the Woodland Park High School come up with an idea:** They film their lessons and put the videos online so absent students are able to watch them.

**The flipped classroom approach spreads throughout the US:** Bergmann and Sams start to give lectures on the subject of this method for colleagues.

**Flipped classroom reaches Germany:** Initially, the approach is primarily implemented at university, however, German schools increasingly follow suit.

## 1. Plan:

Decide on a subject, establish content for the videos, adapt classroom activities, organize video recording



## 2. Produce videos:

Record your own videos (teacher-centred video, videocast) or use videos made by others



## 3. Provide videos:

Give students access to videos



## And how is it done?



## 4. Watch videos:

Students watch videos at home, take notes and write down questions - all at their own pace

## 6. Deepen knowledge:

Knowledge-deepening classroom activities (group work, exercises, "learning by teaching", ...) accompanied by the teacher



## 5. Resolve questions:

Build upon knowledge previously acquired from videos during lessons and resolve questions (quiz, question and answer session, etc.)



- ✓ Start small and begin by "flipping" just one lesson.
- ✓ Make use of the vast range of external videos.
- ✓ Don't be too much of a perfectionist when producing your own videos.
- ✓ Work together in a team and exchange materials with colleagues.

## Questions and answers

### Where can I find learning videos?

You could create them yourself, make use of offers such as classroom licences by sofatur, or utilize videos created by other teachers - the choice is yours.

### How do my students access these videos?

For example, upload the videos to the school's homepage, YouTube or your own website. Also, send the links via email, if necessary.

### How do I ensure that a video will be watched?

Have the students show you notes or open the lesson with a quiz. You can issue worksheets to complement videos as well.

### What if students do not have access to the internet?

In this case, make the videos available offline (DVD, USB stick) or integrate them directly into the lesson (in-class flip).

### My students only seem to skim through videos.

Always combine videos with an assignment and provide your students with a comprehensive introduction into learning with videos.

## Experience and insights

There are promising examples in the US showing how flipped classroom has not only led to increased satisfaction and willingness to learn among students but has also improved their results at school.

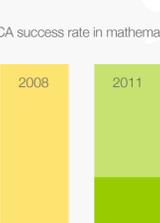
### Clintondale High School, Michigan

Success rate: English course



### Byron High School, Minnesota

MCA success rate in mathematics



### UNC Eshelman School of Pharmacy, North Carolina

Final exam score (cumulative)



## Some opinions from Germany

There are no comparable studies for Germany yet. However, here, too, teachers apply the approach of "reversed lessons" in schools and universities.

"Flipped classroom has enabled me to use teaching time more efficiently in order to facilitate learning in a self-organized way for my students and to also increase my satisfaction as a teacher."

Sebastian Schmidt, teacher in Bavaria (<http://www.flippedmathe.de/>)

"Lectures are teacher-centred. I really want to motivate my students and work closely with them. For this purpose, flipped classroom is an ideal approach."

Prof. Dr. Christian Spannagel, Pädagogische Hochschule Heidelberg (<https://cspannagel.wordpress.com/>)

"Flipped classroom is an excellent concept to promote independent learning - which, in my opinion, is the only teaching method that allows for proper learning."

Alexandra Kück, teacher from Hamburg and author ("Unterrichten mit dem Flipped Classroom-Konzept")

"As teachers, we now have much more time during lessons to focus on students' problems on an individual level."

Felix Fähnrich & Carsten Thein, teachers from Baden-Württemberg ([www.fliptheclassroom.de](http://www.fliptheclassroom.de))



Resource: [http://assets.pearsonschool.com/asset\\_mgr/current/201317/Clintondale\\_casestudy.pdf](http://assets.pearsonschool.com/asset_mgr/current/201317/Clintondale_casestudy.pdf)  
<http://echo360.com/blog/infographic-%E2%80%93-what-happens-when-you-flip-class>  
<http://www.flippedlearning.org/review>  
<http://schoolsforthought.blogspot.com/2012/01/18/my-view-flipped-classrooms-give-every-student-a-chance-to-succeed/>  
<http://www.knewton.com/flipped-classroom/>

\* Minnesota Comprehensive Assessments

