

## **FLIP - Flipped Learning in Praxis**

Sept. 2014 – Sept. 2016

Vocational Education and Training

PI: Iceland, Keilir - Miðstöð vísinda, fræða og atvinnulífs

UK: INSTITUTE OF EDUCATION, UNIVERSITY OF LONDON

Deutschland: Sofatutor GmbH

Italy: Consorzio Lavoro e Ambiente and Giunti Scuola SRL

Slovenia: Miska d.o.o.

Norway: Sandvika upper secondary school

Iceland: University of Iceland and Mentor ehf.

### **Description of the project:**

The purpose of the project is to develop guidelines for the implementation of blended learning environments in which information and communication technologies (ICTs) are used to enhance students' learning environments. In particular, the project will seek to identify common factors across school levels and European contexts that promote:

- effective use of information technologies to support students' learning,
- student-driven learning environments,
- and student collaboration for project-based learning.

The project builds on the "flipped learning" approach (Bermann & Sams, 2012). This approach involves the strategic use of ICTs to create blended learning environments that encourage students' use of ICTs for learning while maximizing the time instructors have to engage learners in meaningful learning activities in the classroom. The Flipped Learning Network defines flipped learning specifically as, "... 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." (Flipped Learning Network, 2014, p. 1)

In a flipped learning environment, technology is used for content delivery to free up valuable face-time in the classroom for collaborative learning activities. Rather than using valuable classroom time for unidirectional teacher-to-student content delivery, lectures and other traditional forms of didactic teaching are delivered to students using digital media online. Students are then able to review these materials using ICTs on their own time. This allows teachers to use the classroom time to work individually and collaboratively with students in engaging collaborative learning activities.

As a relatively recent development in education, the flipped learning model has, as yet, received little scholarly attention. Nevertheless, growing interest in flipped learning among instructors, educational administrators and policy-makers has produced evidence that draws from existing research and new research specifically focused on the flipped learning model (Hamdan et al., 2013). These show that the pedagogical approaches and the method of ICT integration can contribute to significant change in classroom practice, student engagement and student outcomes, by:

- encouraging student-centred and project-based learning,
- fostering students' constructive use of technology to support their own learning,
- promoting diverse uses of technology and digital media for learning,
- encouraging teachers to make effective use of valuable classroom time,
- and raising student achievement.

There is also evidence, however, that in a rush to implement what is sometimes considered the newest fad, instructors preparation and skills needs are sometimes overlooked (Tucker, 2012). The outcomes of this project will address these issues by highlighting specific knowledge and skills needs, and processes that increase the likelihood of successful implementation. Specific project deliverables and activities will include (see workpackages for more detailed information on deliverables):

- Workshops to introduce concepts, skills and tools to teachers
- Guidelines for implementing flipped learning environments
- Piloting of the guidelines
- Action-research approach to gather data on implementation from participating teachers
- Comparative analysis of data generated during pilots
- Revised guidelines that address needs across school levels and European contexts.

#### References:

Bergmann, J., & Sams, A. (2012). *Flip your classroom: reach every student in every class every day*. Eugene, OR: International Society for Technology in Education.

Flipped Learning Network (FLN). (2014) *The Four Pillars of F-L-I-P*. Retrieved April 23, 2014 from [http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP\\_handout\\_FNL\\_Web.pdf](http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/46/FLIP_handout_FNL_Web.pdf)

Hamdan, N., McKnight, P., McKnight, K., & Arfstrom, K. (2013). *A review of flipped learning*. Flipped Learning Network. Retrieved April 23, 2014 from [http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview\\_FlippedLearning.pdf](http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/LitReview_FlippedLearning.pdf).

Tucker, B. (2012). *The flipped classroom*. *Education Next*, 12(1), 82-83.