

# FLIPPED CLASSROOM

MAY 2020

Adult education & didactics



**Guidelines  
on how to flip  
your classroom.**

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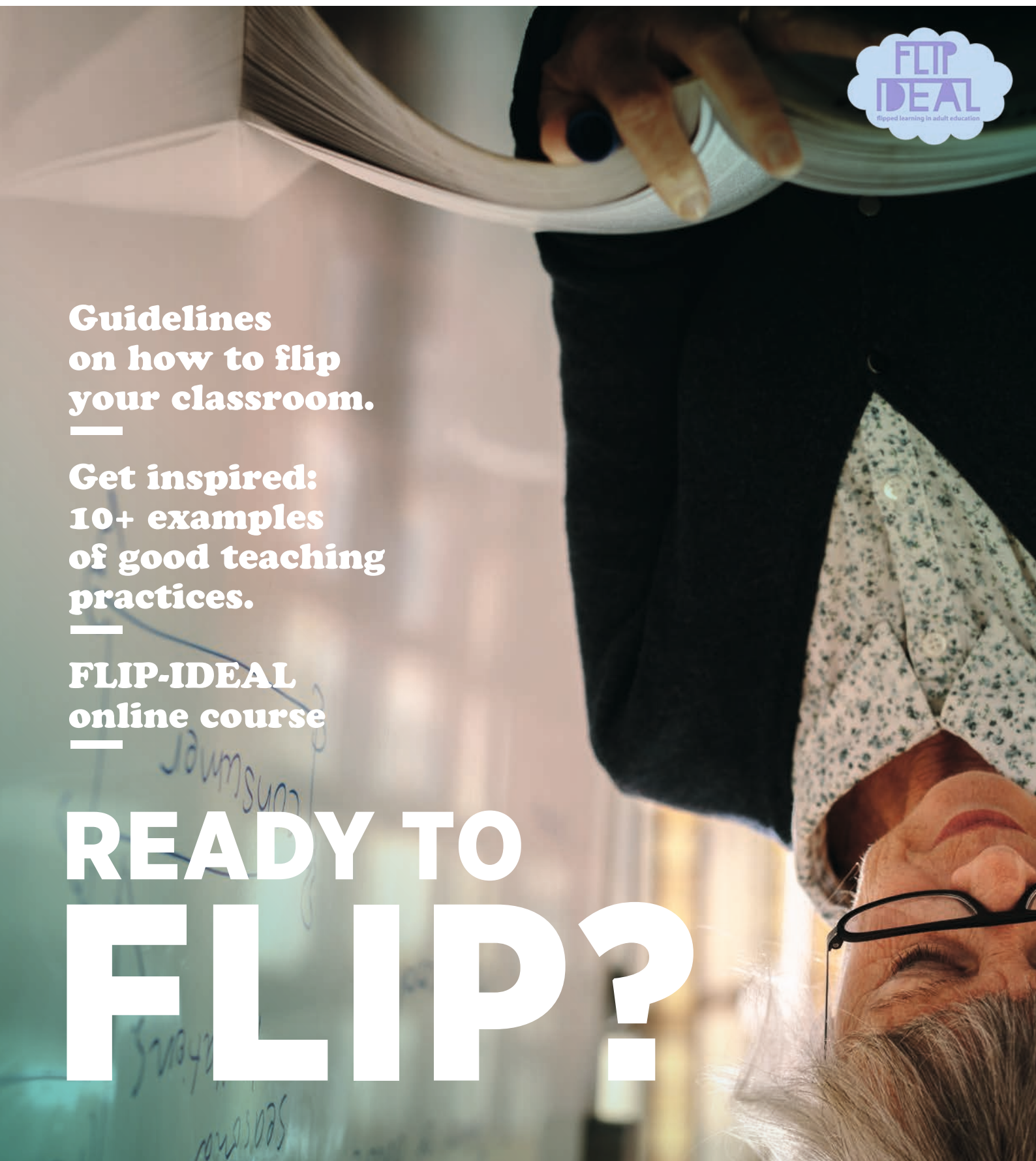
**Get inspired:  
10+ examples  
of good teaching  
practices.**

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**FLIP-IDEAL  
online course**

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**READY TO  
FLIP?**







## Flipped classroom?

What is it? Get to know the fundamentals.



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Magazine

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And it's simple, because there is a free online course you can take!

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## About this magazine





# FLIPPED CLASS-ROOM?

What is it?  
Get to know  
the fundamentals.

## In short

In the traditional learning environment new material is introduced in class and out of class activities are to consolidate the learning and deepen understanding of this new content. The flipped classroom reverses this traditional approach to teaching and learning.

Although there is no universally agreed definition, the general consensus is that in the flipped classroom approach, learners are introduced to a new topic via instructional materials (often online) independently before class. This frees up class time to focus on ensuring the new material has been understood and to take part in activities to assimilate that knowledge, deepen understanding and embed new content through active learning with peers and guidance from teachers.

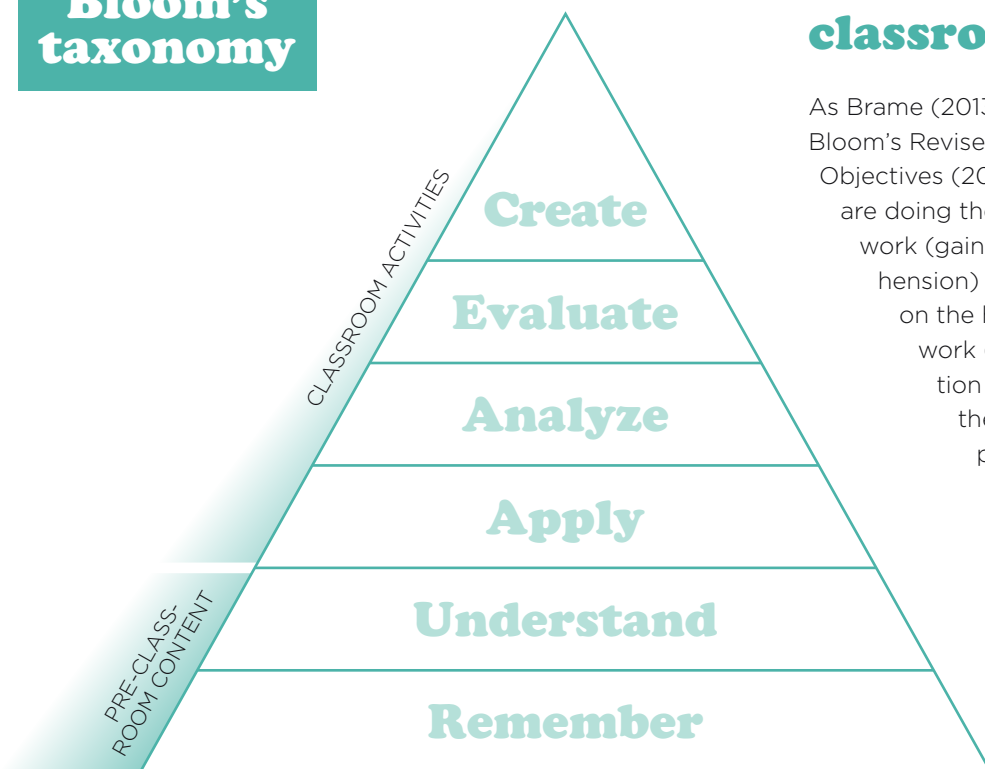




## Bloom's taxonomy

## Bloom and a flipped classroom: a match?

As Brame (2013) points out, "in terms of Bloom's Revised Taxonomy of Educational Objectives (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside class, and focusing on the higher forms of cognitive work (application, analysis, evaluation and creation) in class, where they have the support of their peers and instructor."



From [www.educationaltechnology.net](http://www.educationaltechnology.net)

## The 4 fundamentals

As Mark Frydenberg of the Huffington Post (2012) notes, the flipped classroom "is not a 'one size fits all' model." Design is influenced by factors such as the subject, nature of learner, class size etc. However Brame (2013) suggests that the key elements are that educators:

**1 Provide an opportunity and easy mechanism for learners to gain first exposure to new conceptual content before class**  
There is a myth that the flipped classroom approach must always involve learners watching video lessons prior to class.<sup>20</sup> In fact, the method of 'content delivery' should take a variety of forms, from reading materials (eg books, articles, handouts) to instructional videos, podcasts for listening exercises, a Powerpoint slideshow or screen-recording in order to accommodate a range of learning styles and make the content accessible to all.

**2 Motivate learners to prepare for class**  
It is important that learners complete a task associated with this new learning content such as an online quiz, worksheet or a short writing assignment. Where extra motivation is required, some studies have shown that this can be provided by awarding points simply for completing pre-class tasks.

**3 Provide a method of monitoring and assessing learners' understanding of the new content**  
Learners are able to pinpoint areas of the new content which are causing them difficulty. This enables the teacher to tailor class activities to focus on the areas of the new content which learners are finding difficult.

**4 Provide in-class activities that focus on higher level cognitive skills, promote interaction and provide opportunities for feedback.**  
Learners should be given a choice or variety of activities to perfect and demonstrate their understanding of a topic, supported by the teacher and their peers. They may include debate or speech presentation, research or design assignments, discussions, questions and answers, problem solving activities, projects or group work.



# TYPES OF FLIPPED CLASSROOMS

Pick your model!

## The Discussion-Oriented Flipped Classroom

Educators assign lecture videos, as well as reading or other materials related to the topic to be studied before class. Class time is then devoted to discussion and exploration of the subject. This can be an especially useful approach in subjects where context is everything: History, Art, or English.

## The Demonstration-Focused Flipped Classroom

This may be particularly appropriate for those subjects that require learners to remember and replicate activities precisely - think Chemistry, Physics, and just about every Mathematics class - it is most helpful to have a video demonstration to be able to rewind and re-watch.



## The Group-based Flipped Classroom

The teaching starts in the same way others do, with instructional videos and other resources shared before class. The shift happens when learners come to class, where they team up to work together on that day's assignment.

## The Virtual Flipped Classroom

In some courses, the flipped classroom can eliminate the need for classroom time at all. Some college and university professors now share lecture videos and collect work via online learning management systems.

— ” —

**“Think of the flipped classroom approach as just one tool at your disposal. Use it and adapt it in a way that suits your context and needs.”**

## Flipping the teacher

Learners too can make use of video to better demonstrate proficiency. Have learners record practice role-play activities to show competency or ask each to film themselves presenting a new subject or skill as a means to “teach the educator”.

## The Faux-Flipped Classroom

This model is perfect for learners who are not yet at a point where they can study flipped materials before class - whether due to a lack of access to technology or digital skills. This flipped classroom model instead has those learners watch instructional videos in class, giving them the opportunity to review materials at their own pace, with the educator able to move from learner to learner to offer whatever individual support each learner needs.

From [www.panopto.com/blog](http://www.panopto.com/blog)

## Some tips before you get started!

- Most importantly: start small! Flip one lesson or part of a topic or with small tasks and simple materials. You could start with a lesson that learners struggle with and make a short video. Perhaps ask yourself: ‘What do I constantly have to repeat or what do learners really need extra help on?’
- Think of the flipped classroom approach as just one tool at your disposal. Use it and adapt it in a way that suits your context and needs.
- Perhaps introduce flipped learning at the start of a new group and trial it with just one group so you do not feel overwhelmed as a teacher. It may be more difficult to introduce it to a group later on although it might give a ‘boost’ to an existing group.
- Where possible, make your own videos as learners prefer to hear from their own teacher. ‘You are your own brand.’ Keep videos short. You could start with voicing over a screen recording as this may be less intimidating than appearing in a video.
- Also make use of appropriate, ready-made, existing instructional video content to save time. You can edit this content or make it interactive using for example Edpuzzle. Share videos and experiences with colleagues to create a bank of resources and knowledge.
- Before issuing flipped materials at home, take as much time as needed in class to practise the digital skills needed to access online learning content.
- Think carefully how to assess whether learners have grasped the concepts eg quiz, discussion.
- Make in-class active learning activities short, structured and initially well scaffolded by the teacher so they are manageable and purposeful. As time progresses, less teacher support will be required.



# DOES IT WORK?

## What are the benefits and limitations?

### Benefits for adult learners

A number of studies suggest that using interactive engagement learning methods such as the flipped classroom approach can be more effective than traditional classroom approaches. It has also been found to improve communication between teachers and learners and to improve and increase critical thinking.

It accommodates a broad range of learning preferences as it incorporates a range of learning styles. This variation in image, sound, media and text can provide a meaningful context in adult language learning settings.

The flipped classroom model is a learner-centred model which allows learners to process information at their own pace and therefore accommodates differentiated learning. Students can review content they missed or did not fully master in their own time and they can practise a new topic in class where they are supported by the teacher and their peers.

The flipped classroom approach facilitates cooperative learning - allows more time to be spent on collaboration, problem-solving, group work and consolidating knowledge.

Cooperative or collaborative learning can create more motivated learners, engaged and invested in their learning.

Some learners find online content and interactive activities, often with instant feedback, more attractive than traditional homework which increases motivation to complete home activities.

It also provides flexible and accessible learning suited to part-time adult learners. Learners can access and view content on a portable digital device (e.g. smartphone, tablet, or laptop) at a time that is convenient to them.

Introducing an online element to a course provides opportunities for learners to develop digital readiness skills. One aspect, often overlooked in adult basic education programmes, is the set of skills needed to learn online. These skills can be acquired using a flipped classroom approach.

Learners sometimes initially have reservations about the flipped classroom approach, for example, whether they will have less support from their teacher and end up having to teach themselves. These reservations often diminish once they have actually experienced learning using this method.



### Limitations

We can hear you think: and when I am supposed to create all these extra materials? True, Sonck (2018) found that creating online material takes 3-4 times more time than preparing traditional teaching. It is therefore important that teaching videos will stand the test of time and can be re-used several times. You could see it as a one-time investment in your future time.



Other issues to take into account are:

- Teacher and student access to and confidence in using technology (additional funding for technologies and training might be required)
- Learners might not have access to technology required. Check this before you get started!
- Learners should understand the rationale behind this approach and take personal responsibility for pre-class preparation.
- It may not be suitable for all courses.
- It takes time for teachers and learners to adjust to an unfamiliar classroom setup.

#### Teachers:

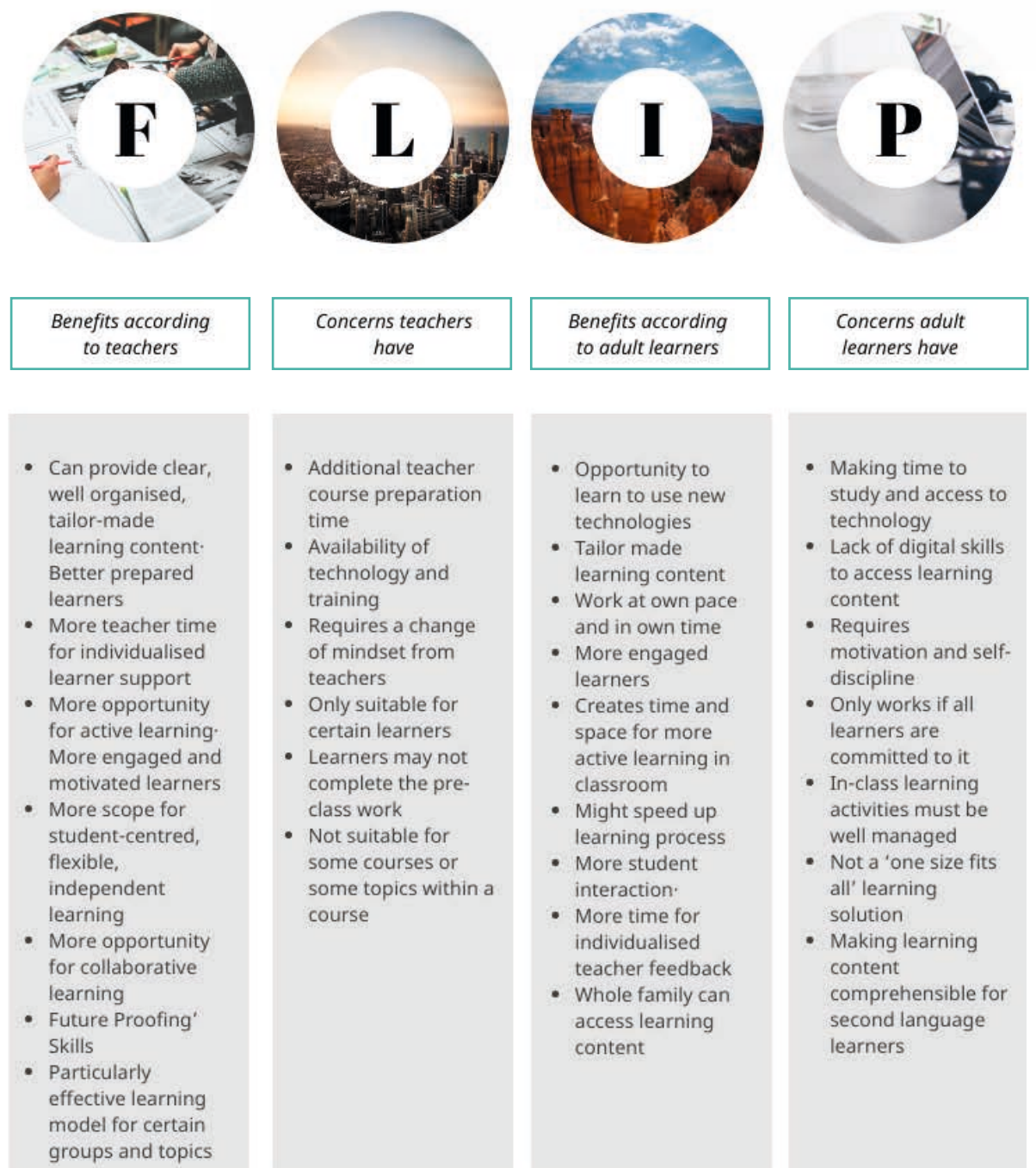
- Total: 83
- 30%  70% 
- Age: between 25 and 60+ years old
- Teaching in: basis skills courses, second chance to learn courses, vocational courses, language courses
- Previous experience with using technology: 73%

#### Adult learners:

- Total: 96
- 50%  50% 
- Age: between 16 and 60 years old

As part of the information gathering process for this publication, small focus groups of relevant adult educators and learners were held to discuss their understanding of the flipped classroom, their experiences of using flipped learning techniques, any challenges and concerns and how to overcome these barriers. The focus group meetings were held between November 2018 and March 2019.

Here's an overview of some of the key findings:





# BECOME AN EXPERT IN FLIPPED CLASSROOMS FOR ADULT LEARNERS

And it's simple, because there is a free online course you can take!

The FLIP-IDEAL online course for adult educators will give a practical view on how to implement flipped classrooms with a rather diverse group of adult learners. This course is based on adult educators' experiences and case studies implementing flipped classroom, as well as on the theoretical context. Video clips included in the course offer both theoretical and practical context on how to implement a flipped classroom for adult learners.

And once the course is done, you can test yourself and earn a badge so you can tell the world what you have been doing!



How to flip



Experiences



Technical Tips

## Here is how you access the course:

1. Go to <https://luksia.mmg.fi/login>

2. Change the language to English in the upper right corner.

3. Choose 'log in as a guest'

4. Again, change the language to English (sorry about that!)

5. You are now ready to take the course! Start by looking at the video.



Scan me!

luksia

Kirjaudu Luksian organisaatiotunnuksilla painamalla alla olevaa painiketta. Muussa tapauksessa klikkaa kirjaudu ja kirjoita käyttäjätunnus ja salasana

Luksian organisaatiotunnukset

Log in

Log in as a guest





# GOOD TEACHING PRACTICES

Get inspired by other teachers!

In what follows, you'll get an idea of how other adult practitioners across Europe organised their flipped classrooms.

Inspired? It is then up to you to build your own flipped classroom!

## 1

### Where was this flipped classroom put into practice?

Curio (the Netherlands)

### Teaching subject

Numeracy lesson about percentages, multiplication, fractions, additions, etc.

### Student's profile

A group with different ages (35-72). They are well motivated and learn slowly. The students can work on the computer a little bit. They are all able to start the arithmetic/numeracy programme on the computer.

### Description of the flipped classroom

1. The teacher started slowly in the beginning of the first class. Before the break students would all work with a specific computer programme.
2. The teacher showed them the arithmetic/numeracy videos from the "Sommenfabriek" on Youtube. Each of them worked on his or her own level and his or her own subject. One of the students was for example already calculating percentages for his job, but had no idea what he was actually doing. By watching the videos he really understood what he is calculating now.
3. After watching the videos the students could practice the sums on paper.

### Materials needed for this flipped classroom

- Paper to practise the sums in the video's of the Sommenfabriek (scan the QR-code).
- Authentic materials and numeracy materials.

### Feedback from students

The students were very enthusiastic! They could watch the videos several times. The explanation was very clear. Unfortunately they weren't able to watch the videos at home. They have to learn to work with the computer more often. The big benefit for the teacher is that you can work on many different levels because of the videos.

### Tips this teacher has for you if you want to get started yourself

Watch the videos yourself before you show them to the students, because then you know what kind of questions you can expect. Students still like to ask questions to their teacher. It takes a lot of time to look for the right videos and to motivate the students to watch the videos at home.



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### Where was this flipped classroom put into practice?

Curio (the Netherlands)

### Teaching subject

Dutch as a second language

### Student's profile

Adults, low - middle educated. Mixed, women and men. Students need to take Dutch state exams at level A2 (writing, reading, speaking, listening etc.) as a way to integrate in society. They get a fine if they don't succeed. They all know how to work with a telephone. The course is Dutch as a second language level A1 - A2. They are in school for 1 - 1,5 years.

### Description of the flipped classroom

The students needed to learn how to say they agree or don't agree on a certain subject, with simple sentences like: I don't agree, because....

1. They watched two videos at home: one about an example about parents discussing a school trip they are planning for the children; and one about the grammar on how to make a good sentence with "because".

2. The next class, the "because" sentences were tested in a short Kahoot.

3. The classroom was then divided into 2 parts: 1 part = agree and the other part = not agree. After showing a certain statement, the students had to walk to the corner "agree" or "not agree". After choosing a corner some of them had to tell the teacher what they thought about the statement and the reason for that thought ("I agree, because...").



### Materials needed for this flipped classroom

When videos of 'Taalcompleet level A2' are available, select the following videos: lesson 3.1 to repeat sentences with "because" and lesson 3.9, an example of a discussion. Otherwise, select or create a video showing a discussion and a video explaining the grammar.

### Feedback from students

Especially the Kahoot and the walking and talking during class were very popular. They had fun during this lesson.

### Tips this teacher has for you if you want to get started yourself

- When you flip your classroom, make sure that the lesson after watching the videos at home, is fun and interactive. It motivates students to watch more videos at home.
- Be prepared for students not doing anything at home. Make sure you got "question cards" (or other extra materials that encourage interaction) to hand out if students are not prepared.

### Where was this flipped classroom put into practice?

KWETB Adult Basic Education Service Bray and Wicklow (Ireland)

### Teaching subject

Developing reading fluency

### Student's profile

- Irish literacy learners returning to education (early school leavers)
- English as a second language learners with literacy needs
- Generally aged 34-65. Range of digital skills. All owned smart phones.



1. Scan me!



2. Scan me!

### Description of the flipped classroom

It is difficult to find appropriate, relevant adult beginner reader material. We use the 'language experience' approach as one method of creating effective materials to help develop reading skills. The language experience approach uses a student's own language and grammar to create reading materials. In simple terms, they tell you a story and you write it down for them to read.

1. After creating a piece of writing, we supported students to use the Book Creator app on the iPad to type up their own text as a book.

2. They then recorded themselves reading their story on the app by adding sound to each page. The app converted the story into an e-book (in mp4 video format) which could be uploaded to YouTube or Edmodo.

3. Students were able to follow a link to listen to and read their book.

Initially, we used the 'faux flipped' method (where students accessed the e-books in class) as students were new to technology. However, some of the students with stronger digital skills were then able to follow the link and read their book on their smartphones at home. Students used class time to complete activities based on the vocabulary in their story to improve reading fluency and word recognition. (e.g. Quizlet activities, SMART Notebook activities on the interactive board). In this way students created their own content and practised independently in class and at home thereby achieving the repetition necessary to develop reading fluency. Students were also able to read each others' stories and work together to make a group story about an outing or shared activity.

### Materials needed for this flipped classroom

- Book Creator app to create talking e-book.
- Quizlet (scan QR-code 1) and SMART Notebook to create activities based on the vocabulary and grammar in the book.

### Feedback from students

Students were very enthusiastic about making their own reading resources and being able to tell their own stories. They were very generous about sharing their stories for others to use. They found it very helpful to be able to follow the story independently either in class or at home. They could re-watch the story as many times as they wanted and so they came to class familiar with the vocabulary and more prepared for the class activities. One student's family threw a party for her to celebrate her book being on YouTube and having more than 100 views!

### Tips this teacher has for you if you want to get started yourself

1 - 2 short sentences only on each page and add an appropriate image to help word recognition. Use an easy to read font like Comic Sans. Experiment with different background colours as some students find black text on a white background difficult to read. For video version of this case study see, scan QR-code 2.



### Where was this flipped classroom put into practice?

KWETB Adult Basic Education Service Bray and Wicklow (Ireland)

### Teaching subject

QQI Level 3 Mathematics (equivalent to EQF Level 2)

### Student's profile

Adult Irish students returning to education to brush up basic skills.  
Aged 35-55. Some early school leavers. All had some digital skills.  
All owned smartphones.



Scan me!

### Description of the flipped classroom

Flipped Topic: Using the percentage key on the calculator

1. The teacher made a series of short videos by using Screencastomatic to screen record her laptop screen with a voiceover. She uploaded these to Edmodo and made an Edmodo quiz. She made a paper handout with the same content to suit a range of learning styles.

2. Students joined Edmodo and put the app on their phones. Before trying at home, they practised accessing the flipped material together in class. Students watched the videos and completed the Edmodo quiz before class. This gave both the teacher and the students instant feedback on what areas were causing difficulty. The teacher used this information to tailor in-class activities.

3. Examples of in-class activities: Completing calculations as a group on the interactive whiteboard. Students share shortcuts, tips and strategies for checking answers e.g. quick ways to check percentages in head such as splitting a number in

4 to get 25%. Complete matching activities on Quizlet app to embed these strategies. Discussing everyday situations where using calculator to work out a percentage would be useful and applying new knowledge to solve small everyday tasks e.g.

- Which supermarket offer is the best value?
- What is the sale price after % discount?
- What is the cost of an item when VAT is added

Students using new knowledge as part of a group project e.g. to work out prices for a stock clearance sale. Students making their own content e.g. an Edpuzzle interactive video or Quizlet activity to explain what they have learned.

### Materials needed for this flipped classroom

Students:

Mobile phone or other device to watch video and complete quiz.

Teacher/classroom:

Screencastomatic to screen record and edit videos. Edmodo: to make the quiz and organise the learning content (videos, handouts, quiz).

Interactive board for group activities made on eg SMART Notebook Quizlet for matching activities. Edpuzzle to make videos interactive by adding voiceover or quizzes.

### Feedback from students

Not all students managed to watch the videos/complete the quiz before class. The teacher allowed time at the start of class to do so whilst the others started the classroom activities. She felt you have to accommodate this and accept that it will take time to 'buy in' to a new way of learning. The students liked the videos and the fact they could re-watch them. She felt that as a result of flipping the class, students had a deeper understanding of this topic than if she had simply presented it in class.

### Tips this teacher has for you if you want to get started yourself

Make videos very short and covering one small point only. Use a good quality microphone as good sound really enhances a video. See video version of this case study by scanning the QR-code.

### Where was this flipped classroom put into practice?

CPIA2 - lower secondary school (Italy)

### Teaching subject

Art and literature

### Student's profile

Adult learners (16+): adults and teenagers, middle educated, mixed women and men, from different countries, even from Italy. Most of them have a middle-low Italian language level.

### Description of the flipped classroom

The topic - promoting art and history in your city - was introduced in the previous lesson.

1. Students were informed that the lesson would be flipped and that they will be able to follow the face-to-face lesson only if they improve their knowledge at home, using some files in Google Drive (Google Slides, Google Form, Google Maps).

2. A folder was shared with the students on Google Drive. It contained a first lesson (in Google Slides format) about baroque sculpture and architecture in Rome; in the same folder they found a Google Form file containing a quiz about the lesson; both students and teacher could immediately verify if their answers were right or wrong. A second lesson described how to plan a guided tour.

3. The face-to-face lesson started with a discussion on the main elements of baroque; it allowed students to refresh their memory. 4. Then students worked in groups and found main baroque monuments in Rome and marked them



in a shared file of 'Google My Maps'. Evaluating the distances, they created a tourist itinerary. 5. The class is divided into small groups - each for every monument included in the tourist itinerary. The students prepared a text to describe the monument, using a shared file on Google Drive, designed by the teacher. 6. The students together verified all the passages and simulated the guided tour. They then held a discussion.

### Materials needed for this flipped classroom

- 2 lesson files in Google Slides
- 1 questionnaire in Google Forms
- 1 Google My Maps file
- 1 file in Google Docs

### Feedback from students

Most of them found the flipped classroom very exciting, especially the second part - in the classroom - because they worked together and it was more stimulating. They even learnt to use new IT tools, that can be useful in other situations, for example Google My Maps can help them to plan a visit. They were enthusiastic to apply what they have learned in a realistic situation, creating together a realistic product.

### Tips this teacher has for you if you want to get started yourself

Create simple products with simple instructions and make sure that all students understand them. Use the first part of the lesson in class to make sure that each student has reached a sufficient level of knowledge. Support weaker students, be sure that everyone is included in the working group.



### Where was this flipped classroom put into practice?

AZ Ljudska univerza Velenje (Slovenia)

### Teaching subject

Workshop on Active citizenship

### Student's profile

Young adult learners (16-20), attending Primary school for adults. Most of them have a migrant background and failed to complete regular primary school due to a language barrier.



1. Scan me!



2. Scan me!

### Description of the flipped classroom

1. As a start, the topic was introduced in the previous lesson. The workshop is part of the obligatory subject Home and citizenship culture and ethics.

2. Students received a link to the video on active citizenship. The video was shared via email and made available in LUVs self-study centre where most students take some lessons with mentors as supporting activity to be able to follow the actual in-class content.

3. The face-to-face lesson started with a short discussion on active citizenship to see if students watched the video and to check if there was a language barrier. Some terms were explained.

4. After that, a Kahoot! Game was played to check if they understood the video content.

<https://shorturl.at/wPRWO>

After the game, the video was reviewed and answers checked.

5. Students were then divided in 3 groups and each group was assigned a topic to work on. Topics were citizenship, politics and

democracy. They were given 15 minutes to look for the most relevant words connected to the topic. Once time was up, they explained the words and topic to the class. To find terms and explanations they were encouraged to use mobile phones.

6. Second part of the class was project work as well. Each group was given a questionnaire on one of three topics: motivation, responsibility and expectations. They had 15 minutes to answer the questions and discuss the terms. The purpose was to connect the topic with the roles they are playing in society and to encourage critical thinking. Also, they had to reflect on the content from the video and what they had learned so far. Answers were shared with the class.

### Materials needed for this flipped classroom

- Video available on YouTube: scan QR-code 1.
- Kahoot! game prepared by teacher: <https://shorturl.at/wPRWO>
- Items/term to choose from (presented via QR-code 2)

- Paper, pens, pictures to design a board
- Questionnaires prepared by the teacher (annex 1)

### Feedback from students

Feedback was very positive. The group we involved in testing is quite challenging due to language barrier and some minor behavioural issues. The lack of concentration presents a challenge and they are hard to motivate and to engage in learning activities. Introducing a video helped to raise interest. The Kahoot was very well accepted as they like to compete and were eager to play more similar games. The project work was surprisingly well accepted as well, they were happy to work in groups and to be encouraged to use mobiles. Cooperation was challenging for some as they are from mixed backgrounds but tasks were divided accordingly. After the lesson they expressed interest to have more similar classes as this was quite fun and they were allowed to be active, move around and to talk to each other. Communication is always an issue in migrant classes

as they prefer to use their mother tongue. Because of the use of mobile phones, they were able to look for words and translations when needed. Also, to copy the word as writing is a challenge for some. The lesson was followed by all and final questions revealed that they understood the subject and also developed a relationship and formed an opinion which was the goal of this workshop.

### Tips this teacher has for you if you want to get started yourself

Use technology available, if not available provide solutions. Plan steps in advance and be prepared Allow enough time to reflect on topic. Play videos again of necessary (so no one is excluded, especially during piloting). Encourage project work in class, support and form of communication but keep it relevant to the subject. Allow use of mobile devices as learning tool. Encourage student to form opinion, encourage critical thinking and sharing of opinion even if negative. Support weaker students, pay attention everyone is included.

### Description of the flipped classroom

1. Students were informed that they would take part in a flipped classroom and were explained how it works. It started with the introduction of the topic – Climate Change – during a face-to-face lesson, during which they learned specific vocabulary.

2. They were asked to watch a video at home and the teacher shared the link in the Whatsapp group of the classroom.

3. The lesson started by watching the video again and checking new words. A second video was shown in the classroom to give an idea of how students can contribute to saving the planet by recycling.

4. A short discussion followed and new terms were explained.

5. A Kahoot! game was played to check their understanding.

6. After the game, answers were checked.



Scan me!

### Materials needed for this flipped classroom

- Videos available on Youtube: <https://shorturl.at/fEPZ1>  
<https://shorturl.at/EGKP8>
- Kahoot - Scan the QR-code.

### Feedback from students

It was the first time they experienced a flipped classroom and they felt involved, they had fun and were able to keep in mind new information, thanks to the video and the Kahoot.

### Tips this teacher has for you if you want to get started yourself

Consider a Plan B, in case the students did not do any activities at home, or in case it was difficult for them. Be prepared to give them new instructions in the classroom

Use peer-to-peer tutoring for weaker students. It encourages them to be more involved in the learning process.

### Where was this flipped classroom put into practice?

Centro Provinciale Istruzione Adulti 2 Lazio (Italy)

### Teaching subject

Italian as Second Language – Level A2

### Student's profile

Adult learners, both women and men, aged between 20 and 30, low middle educated, coming from different Asian and African countries. They can use a smartphone and some of them also a computer.



### Where was this flipped classroom put into practice?

AZ Ljudska univerza Velenje (Slovenia)

### Teaching subject

Workshop on Financial literacy for migrants

### Student's profile

Participants were adult migrants (20-45), some of them living in Slovenia for some time and some came a few months ago. Not all of them were in employment relationship (specially women), but everyone had everyday experience with buying groceries, paying the rent and taxes and so on.

They attend longer course, this workshop was a part of it.



Scan me!

### Description of the flipped classroom

1. During the previous session, the students were presented with the aim of the workshop and explained that there were 3 parts.

2. In the first part, they watched some short videos to better understand the topic, for example the 50/30/20 rule for saving money and then the link to the video was shared. They were given some materials in advance, which explained the basics of the financial field (what it is, why is knowing how to manage money important in everyday life, what are the taxes, why we must pay bills, purpose of bans, etc). This part took place before the actual workshop, at home.

3. In the second part during the workshop we involved participants more actively. That means that after every introduction of the subject (budgeting, banking, loans/credit cards, shopping, etc), participants explained/shared their experiences with managing money and knowing the financial matters. This served as a check-up whether



they actually had gone through materials at home.

4. In the third part we showed them a variety of online games regarding different subjects (saving, loans, buying, budgeting, etc.). We presented the students the Managing Money game where you select a profile of persons with different backgrounds (student, employee, family,...), get to know what are the challenges that your profile is facing and then you play the game.

### Materials needed for this flipped classroom

- One of the videos available on YouTube: scan the QR-code.

- Paper, pens, mobile
- Game on financial literacy

### Feedback from students

The general feedback from the participants was very positive. At the beginning, they had low self-confidence concerning the topic of the workshop. But when we started with the workshop, the fear was gone, especially when they were able to participate more actively.

### Tips this teacher has for you if you want to get started yourself

Explain participants the new way of learning in simple language and use examples.  
Use technology to your advantage. Prepare well for flipped learning especially at the beginning. Make sure there is enough time for reviewing the subject. Use different channels - videos, audio, mobile, printouts  
Be aware that you'll never get a homogenic group in the way that everybody is on the same level of knowledge - make enough time for those with for example less IT skills.

### Where was this flipped classroom put into practice?

Luksia, Western Uusimaa Municipal Training and Education Consortium (Finland)

### Teaching subject

Tourism sales process: learning to sell travel products. How to sell boat cruises in Swedish language (learning basic phrases and sales process dialogue)?

### Student's profile

Mostly young tourism students (17-19 year old girls) in a vocational school.

Also one adult learner (> 40 years) in the test group. Young students have good digital skills, but low motivation to study, especially to study Swedish language.

The adult learner was very motivated. Swedish language skills are mostly very low.

The group was not informed beforehand about the flipped learning method.

### Description of the flipped classroom

Background: The students must show their skills in Swedish as a part of their skills demonstration in Sales of tourism services (compulsory unit in their curricula). They usually show their skills in school so that the teachers can act as their customers. We have some Swedish lessons just before the skills demonstration so that they can train their skills.

1. The teacher decided to prepare students for her lessons beforehand, so that they would watch some videos at home before the classes. The idea was to help them remember basic Swedish phrases
2. The teacher used ready made videos from YLE's Oppiminen eLearning pages. She sent the link to the videos to the students using both Wilma and their Whatsapp group to make sure that everyone would receive it.
3. They watched two videos at home: first a dialogue where a customer checks in to a hotel and the second one was about making changes to the reservation and selling a loyalty card to the customer. Both included important vocabulary.
4. The idea was that we would use those two dialogues also in our lessons. These videos would work as learning material for writing their own dialogue (about making a reservation) for the skills demonstration.
5. The students weren't tested on the content of the videos before class. They were only asked in the beginning of the lesson whether they watched them or not. Only 3 students out of 8 watched the videos. After this, the teacher explained to them why they were asked to do that (and about flipped learning).
6. During classes, the students watched the videos again (x2) and they received the dialogues also as printed copies. Then we translated them to Finnish language.
7. After that, students watched one more video and then they started to write their own dialogue in Swedish language. They were asked to practice the dialogue at home.

8. The idea was that we would use those two dialogues also in our lessons. These videos would work as learning material for writing their own dialogue (about making a reservation) for the skills demonstration.
9. The students weren't tested on the content of the videos before class. They were only asked in the beginning of the lesson whether they watched them or not. Only 3 students out of 8 watched the videos. After this, the teacher explained to them why they were asked to do that (and about flipped learning).
10. During classes, the students watched the videos again (x2) and they received the dialogues also as printed copies. Then we translated them to Finnish language.
11. After that, students watched one more video and then they started to write their own dialogue in Swedish language. They were asked to practice the dialogue at home.

### Materials needed for this flipped classroom

- First two videos of the YLE's Oppiminen eLearning course: <https://shorturl.at/hqC36>
- Whatsapp or other tool to send

the video link to the students.

- Moodle course (all materials and links are also there) or similar.

### Feedback from students

Most of the students didn't do the things they were asked to do beforehand. They either 'didn't remember' or lacked motivation. It seemed like the lesson and tasks were easier for those students who watched the videos at home. It is also possible that they have better Swedish language skills or a more positive attitude towards it than the others who didn't watch the videos. The teacher would say that actually those students who didn't watch the videos at home are those who would have benefited more out of it.

### Tips this teacher has for you if you want to get started yourself

Explain the flipped learning method to the students before the course you are going to flip. And be prepared that your students do nothing at home. Always have a plan B. Be prepared to have technical problems if you try to use some new apps / programs etc. for the first time. It might take time.



### Where was this flipped classroom put into practice?

Luksia, Western Uusimaa Municipal Training and Education Consortium (Finland)

### Teaching subject

Finnish as a second language

### Student's profile

All students are female immigrants studying in vocational training in the field of education. They are 23-45 years old. Their language level is A2.2.- B1.2. The students speak many different languages, but Arabic is dominant in the group. The group is also very heterogeneous in their studying skills and digital skills. In general adult students in vocational training are rather motivated to study, because they want to graduate and go to work.



Scan me!

### Description of the flipped classroom

The topic was one of the Finnish language clause types: *necessive clause* (*nesessiivilause*).

### Introduction at school

1. At the end of the Finnish class, the teacher told the students that the topic of the next Finnish language class would be the *necessive clause*. The teacher asked if anyone knew what it was. Nobody could answer that. Then the students were asked to find out what a *necessive clause* was. The teacher told the students that they would receive a video about it on their WhatsApp group and they should watch the video at home before the next Finnish class.

### At home

2. The students were supposed to watch the video any given time that was convenient to them. 3. The students were also asked to do the exercises presented during the video. 4. The students got the right answers for the exercises from the video and could evaluate their learning.

### At school

5. At the beginning of the next Finnish class the students were tested by playing Kahoot. The Kahoot questions were the same questions as in the homework video. When playing Kahoot, all answers were explained. It gave a good overview for the teacher of what students were still struggling with. 6. After the Kahoot, the students were given some advanced exercises about the *necessive clause*. The group was divided into an A and B group. Each group had different exercises. First everybody was making their exercises individually. 7. When it came time to check the answers, it was done in pairs. One student from A group and one student from B group formed a pair. The A group had the answers of group B on the back of their copy and vice versa. Students were asked to check each other's exercises. 8. The teacher had time to walk around and help pairs that still needed some explanation.

### Materials needed for this flipped classroom

- Video to watch at home: scan the QR-code.
- Kahoot to test what was learned.
- Advanced exercise paper copies for peer learning.

### Feedback from students

When the task was introduced the students were curious to know, what a *necessive clause* was. The next class about 60% of them had watched the video at home. Those who had forgotten it, quickly watched it before class. When using WhatsApp to send the video, all students had access to it. They liked playing Kahoot and the peer learning and were eager to help each other.

### Tips this teacher has for you if you want to get started yourself

Look for existing videos, especially if your planning time is limited. There are lots of videos out there. Kahoot is a nice and fun way to check what students have learned at home. It emphasises what is still difficult and allows the teacher to explain challenging parts.

### Where was this flipped classroom put into practice?

GO! CVO Antwerpen (Belgium)

### Teaching subject

Dutch (not as a foreign language)

### Student's profile

Adults trying to achieve their diploma of secondary education  
Culturally diverse group. Aged between 18 and 30 years old  
Basic digital skills. Lack motivation to do extra work outside classroom



Scan me!

### Description of the flipped classroom

1. The students were asked to watch 2 short YouTube videos (each 3 minutes) concerning the 2 different articles in Dutch. The first video presented the theory on when to use which article. The second video was a more entertaining video where foreign students were asked which article they would choose for a certain noun. If they got it wrong, they were given an electric shock.

2. Back in class, students were asked who watched the video and who didn't. It turned out only 4 came prepared, so 13 students hadn't watched the videos due to technical problems such as a broken laptop or due to time issues. The lesson started with a Kahoot where students had to select the right article on their Smartphone. This gave the teacher a quick idea of how the students mastered the theory.

3. After that, regular individual exercises were made.



### Materials needed for this flipped classroom

- 2 videos on youtube:  
Dutch: <https://shorturl.at/ABGVO>  
English: scan the QR-code
- Kahoot (in Dutch)  
<https://shorturl.at/fiyP6>

### Feedback from students

They were all enthusiastic about this flipped lesson, even though they wouldn't want to prepare for class every week. Every 2 weeks would be enough for them. The teacher felt that the learning effects were bigger than when just explaining the theory in class.

A combination of both, processing the theory at home, explaining it again in class while making the Kahoot, had an even greater effect.

### Tips this teacher has for you if you want to get started yourself

Look for a fun way to check whether students are prepared and how they score. A Kahoot is a great way to do this. Don't punish students who did the preparatory work by giving too much attention to those who didn't. This will result in the fact that less students will come prepared to your next lesson.



## Where was this flipped classroom put into practice?

GO! CVO Antwerpen (Belgium)

## Teaching subject

Maths (the Pythagorean theorem)

## Student's profile

Adults trying to achieve their diploma of secondary education  
Culturally diverse group. Aged between 18 and 30 years old  
Basic digital skills. Lack motivation to do extra work outside classroom

## Description of the flipped classroom

1. Students had a basic understanding of different geometric shapes such as a triangle. In order to introduce the theorem of Pythagoras, students were asked to go through the following information at home:

Video (1 minute!) to introduce the basics: <https://shorturl.at/rBGK1> (in Dutch).

Reading about the basics concerning the theorem of Pythagoras  
Reading about how to approach exercises.

2 examples of exercises (including the answers).

1 exercise using Google Forms so the teacher could easily check in advance who did the exercise and who answered correctly. The students were graded for this exercise to increase motivation. This way, different learning styles were taken into account.

2. When in class, students could make exercises on this topic, choosing between 3 different levels. Answers were included so they

could check it themselves and the teacher could focus on those students who were struggling.

## Materials needed for this flipped classroom

- Short video on the theory
- Reading text about the theory
- Examples of exercises
- 1 exercise in Google Forms

## Feedback from students

Based on a questionnaire, the teacher found out 60% of the students had taken the preparatory part of the class and only 25% of the students preferred this approach. Because the theory was quite difficult for some, they preferred a mixed approach: self-study at home and then have the teacher explain everything again in class. This would have allowed them to prepare questions. 50% indicated they wouldn't have made the final exercise in Google Forms if it wouldn't have been graded. They liked the fact they could choose their own level when making the exercises in class.



## Tips this teacher has for you if you want to get started yourself

If you think the subject is quite challenging, go for a mixed approach: preparation at home and repeating the theory at the start of your class before checking their level of understanding or exercises.

Preparing this class was really not time consuming! The already available content was just used differently.

# ABOUT THIS MAGAZINE

The world around us is increasingly digital. This is reflected in the Irish National Adult Literacy Agency's current definition of literacy, which identifies "listening, speaking, reading, writing, numeracy and using everyday technology to communicate and handle information" as key elements of basic skills required by every citizen. However, presently one out of four adults in Europe lack the necessary digital skills.

To address this issue, six educational organisations across Europe came up with the project FLIP-IDEAL.

This partnership aimed at developing the overall digital competences and skills of tutors, teachers and trainers working in adult basic skills education. More specific, the focus of this Erasmus+ KA2 partnership was to develop the use of flipped learning methodologies in an adult basic education context.

FLIP-IDEAL ran from October 2018 until August 2020. The following partner organisations contributed to this publication and other project outcomes such as the FLIP-IDEAL online course:



## GO! CVO Antwerpen (Belgium)

GO! CVO Antwerpen is an Adult Education Centre with several campuses in and around the City of Antwerp in the Flemish region of Belgium. It is one of the largest centres for adult education certified and funded by the Flemish Government.



## Luksia (Finland)

Luksia offers vocational qualifications and tailored training to meet the needs of individuals, private companies and public institutions in Southern Finland. Each year Luksia caters for approximately 3,000 students in initial vocational education and hundreds of adult students with a staff of around 350.



## Fondazione Mondo Digitale (Italy)

Non-profit foundation founded by the Municipality of Rome and 5 ICT companies. Its mission is to promote social learning, social innovation and e-inclusion, with special attention to categories at risk of social exclusion.



## Curio (the Netherlands)

Curio (formerly ROC West-Brabant) has extensive experience in the field of adult education in the region of West-Brabant, providing courses in literacy, numeracy, empowerment, language courses to immigrants and adult second chance education.



## Ljudska univerza Velenje (Slovenia)

Public non-profit institution providing adult education. LUV takes an active part in regional community by improving the educational structure of the population, by motivating and informing the members of the community and by involving each year more than 4,000 participants in various educational programmes.



## KWETB (Ireland)

KWETB is a statutory body with responsibility for management of the delivery of primary, post-primary, further education and training in the Kildare and Wicklow region.

**More information on this project and its outcomes can be found here:**







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