FLIPPED LEARNING IN PRAXIS

Erasmus+

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About the project

Develop guidelines for the implementation of blended learning environments using ICTs to enhance students' learning environments

- Erasmus+ project
  - 2 year project
  - Broad international partnership includes schools, academia, public & private sector:
    - Keilir – Atlantic Center of Excellence (Iceland)
    - University of Iceland - School of Education (Iceland)
    - Mentor (Iceland)
    - Consorzio Lavoro e Ambiente (Italy)
    - Giunti Scuola (Italy)
    - Institute of Education - University of London (United Kingdom)
    - Miska (Slovenia)
    - Sandvika Secondary School (Norway)
    - sofatutor (Germany)

Purpose of the FLiP Project

- Flip learning environment through praxis.
  - Praxis: act on the current context in order to change it.
- Develop evidence-based guidelines for implementing flipped learning.
- Address instructors' training/professional development needs.
- Identify common issues and needs across school levels and European contexts.
  - Promote International collaboration among educators.

What is flipped learning?

- *"… 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…"*

  (Flipped Learning Network, 2014, p. 1)

- Strategic use of ICTs to create flipped learning environments.
  - Flipped learning occurs in blended learning environments in which learners are engaged using digital and face-to-face interactions.
- Direct instruction becomes "homework" using video, audio, websites, etc.
- Create opportunities to engage learners in meaningful learning activities in face-to-face meetings.
- Instructors have opportunities to provide differentiated instruction in face-to-face meetings.

Rationale for the flipping

- Flipped learning contributes to significant change in classroom practice, student engagement and student outcomes:
  - encourages student-centred and project-based learning,
  - fosters students' constructive use of technology to support their own learning,
  - promotes diverse uses of technology and digital media for learning,
  - encourages teachers to make effective use of valuable classroom time,
  - raises student achievement.
- Need to integrate IT in education to match increasing importance of technology in society and learners' daily lives.

Research strand: Framework

- 4 pillars of flipped learning (Hamdan et al, 2013)
  - Flexible environment: Supporting multiple modes of learning.
  - Learning culture: Learner-centred knowledge construction.
  - Intentional content: Content targets learners' academic and personal development needs.
  - Professional educators: Educators reflect on and develop practice in collaborative communities.

Research Strand: Questions

- Mixed methods to address the following research questions:
  - How are flipped learning environments being designed and implemented by teachers?
  - What are the individual learners' experiences of learning within flipped learning environments designed and implemented by teachers?

Methods

- Qualitative:
  - Teachers' reflective journals
  - Researchers' observations
  - Interviews with participants
- Quantitative:
  - Pre- and post-tests
  - Standardised reflective assessments using "look-fors"

Research Design

- Action research:
  - Suitable for ill-defined problems
  - Participatory research that involves subjects in all stages
  - Cyclical process that involves development, testing and refinement of interventions in collaborative research environment
  - Has direct impact on learning environment

- Comparative analyses:
  - Cross-country comparisons involving all 6 countries helps identify commonalities and particulars

Participatory Action Research: Online Log

- *Designing*: Specifying learning, teaching, and systems.
- *Actioning*: Implementing learning design.
- *Observing*: Gathering classroom evidence of learning experiences.
- *Evaluating*: Assessing classroom evidence of effective practice.

Research strand: Limitations

- Tricky balance between advocating for change and objective research.
- Data is in organic form and hard to put into standard formats for objective analyses.
- Strong potential for bias.
- Comparative analyses requires standard formats.

Outcomes

- Tried, tested and tuned implementations in participating organisations.
- Documented challenges across contexts.
- Documented best practices across contexts.
- Documented skills needs.
- Assessment tools.
- Evidence-based guidelines for implementation of flipped learning.