# Guideline universal design

## Sheet 6: Flipping the classroom

## What? [1]

> Through flipping the classroom (FTC), students can acquire learning content free of time- and place restrictions, and this at their own pace. During the lessons, time is provided for guidance, processing and deepening. The contents of the activities during the contact moments and at home get swapped:
>
> - ☐ **Normal course of education:** the student acquires the lesson contents during contact moments via the teacher and makes individual exercises at home;
> - ☐ **Flipping the Classroom**: the student acquires the course contents at home via videos and makes exercises during the contact moments under the guidance of the teacher.

FTC runs in a cyclical model with four steps (two individual and two joint), as visualized in Figure 1:
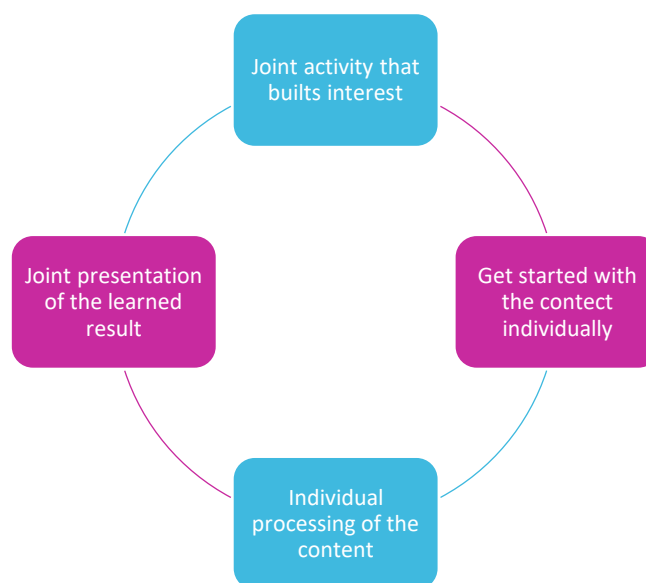


*Figure 1: Cyclic model of Flipping the Classroom*

1. **Joint activity** | The student is involved in the subject and interest is built, for example through games or hands-on activities.
2. **Individual activity** | The student works independently with the content. The student discovers concepts, watches videos, reads texts, etc. This is supplemented with processing questions via, for example, chat or google docs.
3. **Individual activity** | The student processes the content and gives meaning through processing assignments such as making a movie or brochure.
4. **Joint activity** | The student presents the learned result. Here, the teacher can delve deeper into problems or important issues. [1, 2]

## Why and for whom? [1]

Flipping the Classroom meets the needs of a large diversity of students. Consider, for example, students with a disability, but also working students, students with a top sport status or students with a family. The biggest advantages are:

☐ **Own pace** | The student has control over the pace and frequency at which he / she views the content, the student can stop and repeat at his own preference.

☐ **Time** | During contact moments, time is available for answering questions, discussing difficult parts of the lesson content, individual guidance and processing.

☐ **Preparation** | By obliging the student to be regularly involved with the subject matter, a better preparation for the (final) evaluation is created.

## Tips & Tricks [1, 2]

☐ **Professionalization** |Professionalize teachers in the field of technological, pedagogical-didactic and content knowledge to be able to develop high-quality online learning materials (TPACK model). FTC is only successful while combining technical skills with a pedagogical-didactic model.

☐ **Teacher material** | Provide the required materials: a properly working laptop or computer, a webcam and a microphone are sufficient.

- ☐ **Changing roles** | Anticipate the changing roles and expectations of the teacher and the student. The teacher facilitates active learning and takes on a guiding / coaching role and the student gets more responsibility.
- ☐ **Student material** | Check whether all students have the required materials, such as a computer, and make them available if necessary.
- ☐ **Focus** | Focus on clarifying concepts, providing meaning through processing assignments and applying and / or presenting what was learned.
- ☐ **Start small** | Start small and get started together. The more teachers make material, the more there is to share. FTC is not a panacea but a start.
- ☐ **Balance** | Provide a balance between activitiess during and next to the lessons. During online instructions students can often stay focussed for a shorter period than during classical instructions, keep this in mind.
- ☐ **Targeted use** | FTC does not work for all courses and (subject) contents. For example, FTC works well for core content but less for complex structures, consider for yourself what content you offer through FTC and what content you offer through contact education.
- ☐ **Preparation of students** | Make sure student prepare for the contact moments by linking assignments or a short test to the previous FTC activities.

## Know more?

- ☐ View the [Ted Talk from Salman Khan from the Khan Academy](#), who applies the principle of Flipping the Classroom.
- ☐ Learn more about [the what, why and how of the Flipped Classroom](#) in an interesting bundle by KU Leuven (Dutch).

## In practice

❝ "Students learn the simple theory on there own. We have divided the exercises based on the level of difficulty. They should only be able to do the easy ones at home. They make the difficult ones in class. The time in class is better used. Certain difficult theoretical parts are also seen in class."

❝ "Teachers must recognize that students are going through a learning curve. They should not drop out if they fail once. They must continue: the end result offers many benefits. The students have to get used to it (FTC). We introduce it in phases: in the first year only one course unit. And in the first week we did what they should do at home, in the classroom. This way they really see how it should be done. It is really a process that they must go through."

❝ "We also provide free moments so that students can get started with the subject matter. We draw up a timetable with all the moments on it."

❝ "Students indicate that there must be feedback in every lesson. You can link a discussion forum to this, so that they can ask questions about the subject matter. This also helps the teacher to see what they do and do not master."

## References

[1] Schellens, T. (2015-2016). Onderwijstechnologie [Cursus]. Universiteit Gent: Pedagogische Wetenschappen/Pedagogiek en Onderwijskunde

[2] Steunpunt Inclusief Hoger Onderwijs (2017). Universeel ontwerp [onuitgegeven intern document]. Gent: Steunpunt Inclusief Hoger Onderwijs