



Flipped classroom pedagogy (1/2)

Brief description

It really often happens that the class we teach is not homogeneous. In most cases, the class is comprised of high-performing students but also of students facing relatively serious learning difficulties towards some subjects. A traditional approach does not allow an answer to be given to the specific needs of each student and the risk is high of «losing» some of them along the way!

The idea is thus to «flip» the traditional class concept in order to make the student as active as possible during the time spent sitting in the classroom. That form of pedagogy enables also and above all to answer the specific needs of each student.

Observation place(s)

The flipped classroom pedagogy was born in Colorado (United States) in 2006. Two teachers, Jonathan Bergmann and Aaron Sams, noted that a lot of students of their institution were involved in middle-to-high level sporting activities and could not attend several class sessions per month.

Looking for solutions for those students, they implemented the first principles of the flipped classroom method. They quickly realised that it was beneficial for lots of students, including those not affected by regular absences. Since then, the method has been spreading in the United States obviously, but also in Canada and France. A few Belgian school institutions, including the Athénée Royal Vauban of Charleroi, recently started to implement that pedagogy.

Objectives

- > **Reinvesting in one's own learning:** students get involved in their own learning, being active partners and actors.
- > **Changing the role and place of the teacher inside the classroom:** no more lecture-type teaching where the students passively listen to the lesson. It is time for action, the teacher «is travelling» in the classroom, being available for the students in order to answer their needs.
- > **Improving the performance:** because of their deeper involvement, the students are expected to improve their performance. They realise how far they have gone and how far they still have to go, taking full part in the process.
- > **Developing autonomy and collaborative work:** the students become masters of their own learning. They manage their work, can watch the video briefs whenever and as often as they want to. In the classroom, they may ask the teacher, who is available for them, but the students will learn between them how to cooperate, how to help each other.

Objectives inspired by "5 pieces of advice to get started with the flipped classroom in French teaching as a foreign language" by Marina Garcia (January 2016 - France).

Links with school subjects and skills

All school subjects may be concerned by the implementation of this practice in order to help the students master their own skills. In any case, particular attention should be devoted to cross-cutting skills which are widely used the flipped classroom. The link with the definition of cross-cutting skills is best evidenced in the Belgian "Mission decree" of July 1997: «**Attitudes, mental and methodological approach common to the different subjects to be adopted and implemented in the building of the different types of knowledge and know-how. Their mastery aims at increasing the learning autonomy of the students.**»



Flipped classroom pedagogy (2/2)

Implementation

1. At home

The student watches a video brief presenting the theoretical part of the new subject matter to be covered. This step is immediately followed by a questionnaire aimed at checking the level of understanding through simple practical exercises.

2. In the classroom

a) The students freely choose where to sit and form “blocks” for the first classroom session of the new subject matter!!!

Case 1

The results of the questionnaire reveal a specific topic of the subject matter which is particularly challenging for a significant number of students. The teacher will then dedicate some time to address collectively that specific topic!

Case 2

A few students experience problems linked to a specific topic of the subject matter. The blocks can then be formed in such a way that students facing problems can sit together with other students who master the matter and can help them. The teacher is also available to help those students on an individual basis while the students who master the matter and are not taking care of other classmates perform practical exercises of a higher level (with key at disposal). The students who do not perform those exercises because they are filling other gaps are not penalised in the further process!

b) More carefully considered layout of the blocks (students experiencing difficulties sitting together with the students who better master the subject matter)

The work on complex tasks linked to that subject matter can start. The constitution of the blocks evolves because, if the students who better master the matter help other students, the objective is that some of the latter can also help other classmates! In parallel, students whose evolution in the subject matter is positive can also sit alone to perform higher level complex tasks!

3. Expected benefits

- quick intervention on the subject matter (and its practical application) not understood by the students, during the teaching session, without waiting for potential structural remedial work sessions;
- increased participation and autonomy of the students;
- promotion of the team work as a support to the “live together better” concept (essential in a school institution like the Athénée Royal Vauban where social diversity is a reality).

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