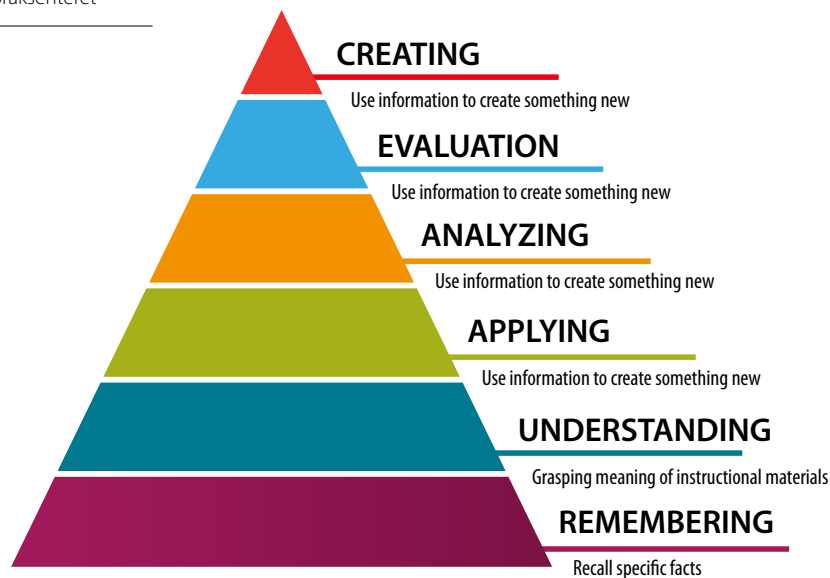


Flipped classroom

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Flipped classroom is a strategy which has become more and more popular over the past ten years, also now with home-schooling during the pandemic.

According to Brame (2013), flipping the classroom entails that learners get their initial exposure to material outside of the classroom as opposed to the traditional approach where they are introduced to new material in the classroom. After this, learners then use class time on higher level cognitive work such as application, synthesis, problem-solving, together with their peers. Brame also makes reference to the revised Bloom's taxonomy (2001) in order to explain the sequence of the processes involved in flipping the classroom.



Bloom's revised taxonomy, which Brame (2013) makes reference to.



A flipped classroom, as the term indicates, works in a 'reverse' way of the traditional classroom - where homework is usually given after a learning session. When the teachers flip the classroom, they give the learners input which can be in the form of a video, audio, texts or combination of these. Often, the input is digital. This input is given before the teaching session, hence exposing learners to new material outside of the classroom. Learners therefore make themselves ready for class by going through the input. In the classroom, learners

are then put in small groups and interact based on the input they were given. The teacher has beforehand come up with the type of learning activities the groups will do. The teacher's role is more of a facilitator as they interact with the groups and guide the learners where needed.

Parental or guardian engagement is encouraged when flipped classroom approach is used. Since learners do their preparation at home, one of the expectations is that they can get assistance from their

home environment. The strategy also allows learners to use other research tools to learn more about the topic. It encourages learners to be curious, seek answers and find solutions. Since the learners are doing this in their own time, it also means they can work at their own pace. This flexibility is conducive for learning and takes into consideration differentiation.

Flipped classroom strategy has its limitations, however. Access to technical resources can differ greatly among learners (for example

internet access). Although Norwegian learners have access to the internet, there are groups which do not necessarily have readily accessible access to the internet at home. This can affect the quality of learners' work and participation. The same applies to assistance from family members as the learner works with tasks given. Families are different and the competence levels in the various subjects also differ. The level of assistance therefore varies from family to family, with some learners likely getting more assistance than others. In addition, not all learners come from homes which are conducive to learning. This may prove challenging, as unlike with traditional homework, flipped classroom reverses the approach to learning. Learners are expected to put in a good amount of work before the lesson. A healthy home environment is therefore a good condition for the learner.

Flipped classroom approach allows for learner-centred approach to teaching. Since class time will be used for hands-on work, learners are at the centre of the activities. Learner autonomy is highly encouraged and practiced. The language learners themselves are in control of their own learning from the start (when they get the input) and also in the classroom where also the learners themselves work further with the input and cooperate with their peers. Collaborative learning is important in the language classroom as it supports learners with varying degrees of competency. Interaction between learners is an important aspect of learning, and there is not always opportunity for extensive interaction between learners when the class

time is dedicated to the teacher in front of the class, teaching the traditional way.

The teachers' role in the flipped classroom slightly changes from the usual role in a traditional teaching method. Like in many other teaching situations, teachers have to know their learners and their personalities. Also, like in other group activities, putting together the groups can be decisive when it comes to the group's dynamic and potential output. Teachers therefore have to spend time on putting together groups, depending on the type of planned activities.

Videos that are brief, concise and easy to follow are desirable. There is no universally stipulated time for each clip, but in the starting phase for primary level, a video under a minute is reasonable. The teacher can adjust with experience. The younger

the learner, the shorter the attention span in general. A very long clip that lasts many minutes may discourage learners and may simply prove challenging to work with further, as it may touch on several themes. Avoiding demotivation therefore is key. If a clip is long, the teacher can stipulate which part is relevant for the session.

The quality of the input is also significant. Teachers can create their own videos where they explain an aspect of a topic (for example the past tense). There are several free apps and software readily available where teachers can create and edit their own videos, save and share. Screen-o-matic is a good one and learners can also use it for creating their own videos. Creating own videos has a number of advantages. Learners get to watch a familiar face explaining that topic. This has an affective



effect on the learners and makes it feel more personal and closer to them. Since the teacher know their learners well, they are able to create videos which take into consideration the learners' interests. The teachers are therefore able to put a personal touch to the videos, both in terms of the content and the language they use, taking full advantage of their relationship with the group. On the other hand, the teacher may want to try out published videos. In that case, Campus Inkrement (Norwegian), TED-Ed and Khan Academy have good videos which can be used in the classroom.

If the teacher decides to use other sources for the flipped classroom, it is advisable to find as authentic material as possible so

that learners are presented information which can mirror what they most likely will experience in the real world (outside the classroom). In English, this does not necessarily mean a clip of someone speaking with a British accent, for example. It can be a clip of someone speaking English with an Indian, South African, Caribbean or Australian accent. Knowledge of linguistic variation and communication are common features of intercultural competence. Flipped classroom offers both the learner and teacher many possibilities inside and outside the classroom. An example here could be use of the Jamaican-British dub poet Lindon Kwesi Johnson's poem, *Sonny's Lettah*. It is suitable for upper secondary, both vocational and general studies. Learners can both listen to the

poem, read it and get to work hands-on by translating it from Jamaican Creole English (JCE) to standard American English (AE) or British English (BE). Since it also touches on social and cultural issues, it is a great way to open the learners' eyes to some of the challenges people face in other countries.

Movie trailers are also a great resource, especially for the teacher who is new to flipped classroom and prefers not to make own videos right away. Trailers are readily available on the internet on sites such as youtube, lingualnet, simpleenglishvideos, among others. Since trailers are short and capture the essence of full movies, they are good to use. They are also captivating and can motivate learners to watch the full movies (something that the teacher can further work with). Encouraging pupils to watch English movies from around the world can help foster their language skills. The Norwegian Centre for English and Foreign Languages in Education has many learning resources on its website. The page Fabulous Films on the centre's website has a number of lesson plans based on films. A good example which the teacher can use as inspiration for a flipped classroom session is the lesson plan of the film *Of Mice and Men*. This is suitable for upper secondary school English pupils.

This lesson plan can be tailored for use with the film trailer of *Of Mice and Men* (available on *youtube* channel *Movieclips Classic Trailers* and is 2 minutes 25 seconds long or the other channel *Movieclips*). The teacher gives the pupils the trailer link and asks them to watch the clip at home. The



goal is to engage pupils in a discussion centred around many important social issues such as mental health, access to companionship, independence, sexuality, etc. Trailers of films such as *The Rain Man*, *Forrest Gump*, *Green Book*, which articulate the same message of diversity, inclusion and acceptance can also be used. The teacher has freedom to adapt this type of lesson.

When the teacher gives learners the link, it would be wise to give the learners some questions to reflect on. Encourage them to jot down short notes which they can take with them to class. Four such questions can be:

- In which country do you think the film is made? Why?
- Around which year do you think the film was made?
- What do you notice about the setting in terms of the location where it is shot? (Countryside / City)
- What do you think the film is about?

In the classroom, learners are given two concrete activities. The first one is to discuss in groups, one or more of the following, based on the trailer:

- Setting
- Characters
- Plot

This is where they can use the jotted notes they take with them to class. The teacher goes around the classroom listening to, guiding, engaging the learners in their discussions. The group is encouraged to put together notes from the discussion.

The second activity the learners do is to use notes from activity one above, to create a movie poster which best reflects their notes. Learners can use websites such as canva, adobe, bighugelabs, where they can make posters for free. These posters can then be shared with the class and each group can also be given the chance to explain its poster. These two activities based on the use of the movie trailer encourage collaboration among learners, which is very positive.

Through using flipped classroom approach, learners get to spend class time doing hands-on work, which is one of the main objectives. Learners are given a big opportunity to be responsible for their own learning (learner autonomy), which also is an important objective of flipped classroom. The teacher is a facilitator and guides learners in the learning process, as this is a more learner-centred approach (unlike in the traditional classroom where the teacher is literally at the centre and in-front). Flipped classroom therefore gives both teacher and learner more room for flexible teaching and learning, respectively. The language classroom becomes richer, motivational, creative, interesting, innovative, dynamic and exciting, making it more conducive for learning. Naturally, this approach cannot be used for every lesson, but is a good way to add variety in the language classroom.

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