



## Flipping the Classroom: Project for Teachers-in-training

**Mark Verbeke, Tine Lievrouw**

Cvo Kisp (Belgium)

[mark.verbeke@kisp.be](mailto:mark.verbeke@kisp.be), [tine.lievrouw@kisp.be](mailto:tine.lievrouw@kisp.be)

### Abstract

One of the departments of our center for adult education is a specific teacher training. The students and teachers-in-training experience during their internships that engaging pupils in the classroom is very challenging. The traditional didactical and instructional teacher-centered approach doesn't work anymore. To prepare our students for this reality, we have implemented an innovative instructional model in our curriculum, called 'flipping the classroom' [1] (also known as 'inverted instruction' [2]). In this model the traditional teacher-centered teaching model (sage at the stage) is flipped upside down. In the flipped approach the instruction is delivered online and outside the classroom (through video, podcasts and/or the online learning environment) and homework is moved into the classroom. In this approach pupils can take in the information at their own pace and discuss it (online) with the teacher and/or their peers. This creates time in the classroom for collaborative work by the students and more room for a differential approach and remediation by the teacher (guide by the side [3]).

Fifty of our teachers-in-training from different areas of expertise have implemented the flipped classroom in their secondary and adult education internships between September 2012 and January 2013. Their project assignment was to create a video containing a challenge with the necessary instruction and materials that the student should take in before attending the class. Once in the classroom pupils would collaborate to actively solve the challenge using both tablets and the materials that the teacher provided online and make a video for their peers in which they present the solution. The role of the teacher-in-training during the class is to give instructional support. At the end of the class the teacher-in-training evaluates this new approach with the students through an electronic evaluation. In this project both the teacher-in-training and the pupils reinforce their ICT and media skills. The teachers-in-training also experience the power and effectiveness of innovative and collaborative methodologies and ICT to create engaging learning environments.

We suggest a poster presentation in which we present the principle of the flipped classroom and the results of this project (developed materials, results of the evaluation,...). Our main goal concerning this contribution is to exchange and share this innovative 'good practice', receive feedback from our international colleagues and translate these insights by forming transnational collaborations and therefore actively create and innovate the future of education.

### References

- [1] Bergmann, J. (2012). Flip Your Classroom: Talk To Every Student In Every Class Every Day Author: Jonathan Bergmann, Aaron Sams, Publisher: Inte.
- [2] Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *The Journal of Economic Education*, 31(1), 30-43.
- [3] Baker, W. (2000). The classroom flip: using web course management tools to become the guide by the side. In A. Chambers (Ed.), *Selected Papers from the 11th International Conference on College Teaching and Learning* (11<sup>th</sup>). Jacksonville: Florida.