

Your Classroom: Reach Every Student in Every Class Every Day (Bergmann, Sams 2012).

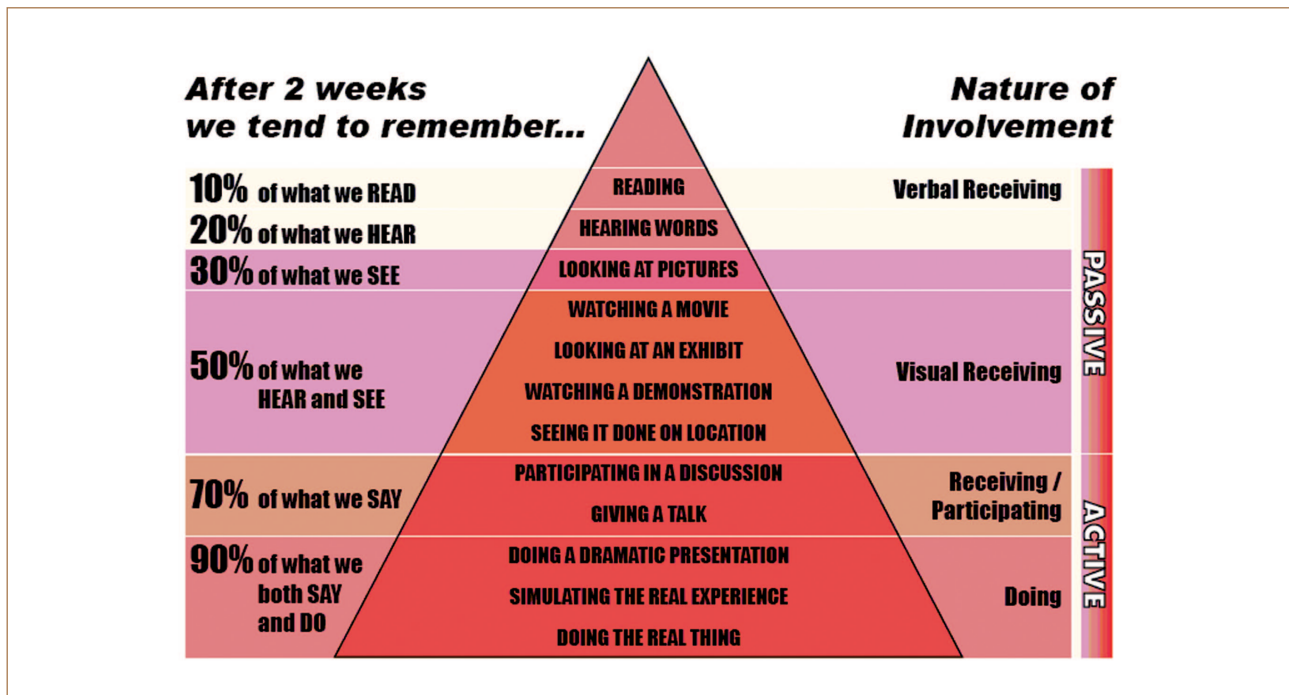
2. What are the advantages?

So why are educators so interested in applying this teaching technique? We can start by taking a look at a modified version of Edgar Dale’s “Cone of Learning” (see FIG. 1). Although scientifically disputed, this re-elaborated figure attempts to show how the more actively involved the students are, the more they learn. Most teachers with long-term experience would agree with the results of the chart, even though we all know that students learn in different ways. In any case, the point is that since classroom time is limited, if we can move less active learning outside the classroom,

classroom time can then be used in active discussion, application and collaborative learning activities in order to expand students’ knowledge and develop more complex thinking skills as well as providing them with the opportunity to expand their learning skills. To further support this hypothesis, we can examine a revised version of Bloom’s “Taxonomy of Learning Objectives” in which we can see the modern desire to move from the passive to the active involvement of learners as well as the wish to develop higher order thinking skills, now expressed at the top of the pyramid as “evaluating and creating.” In his most famous TED talk (viewed by over 4 million people <https://www.youtube.com/watch?v=gM95HHI4gLk>)

Salman Khan explains how and why he created the Khan Academy, which offers complete curricula in math and other subjects through a carefully structured series of educational videos. Students can watch them and redo interactive exercises as many times as they like until they feel confident that they have absorbed the contents. The teacher thus gains valuable classroom time which can be used to deepen students’ understanding and to guide them towards the application of the concepts they studied at home. Furthermore, flipping is extremely useful with children with special needs,¹ and particularly relevant to any and all CLIL (Content and Language Integrated Learning) projects, especially if the LS is English,

FIGURE 1 – EDGAR DALE’S “CONE OF LEARNING”



Source: <https://literacyteaching.net/tag/edgar-dales-cone-of-learning>

¹ Numerous articles at www.flippedclassworkshop.com 2016.

because of the vast quantity of online videos and materials already available in Internet.²

3. What problems does it present?

This all sounds great, but it is not always easily accomplished. John Sowash (2012) made a video of *Five Things I Wish I Knew When I Flipped My Classroom* which are essential for the novice flipper. He invites teachers to carefully consider the following points:

1. it takes more time than you think to pre-record a lecture;
2. use other people's materials: Internet sites, especially the flipped learning networks and YouTube, contain a goldmine of already prepared teaching materials that other teachers have created;
3. expect push-back from

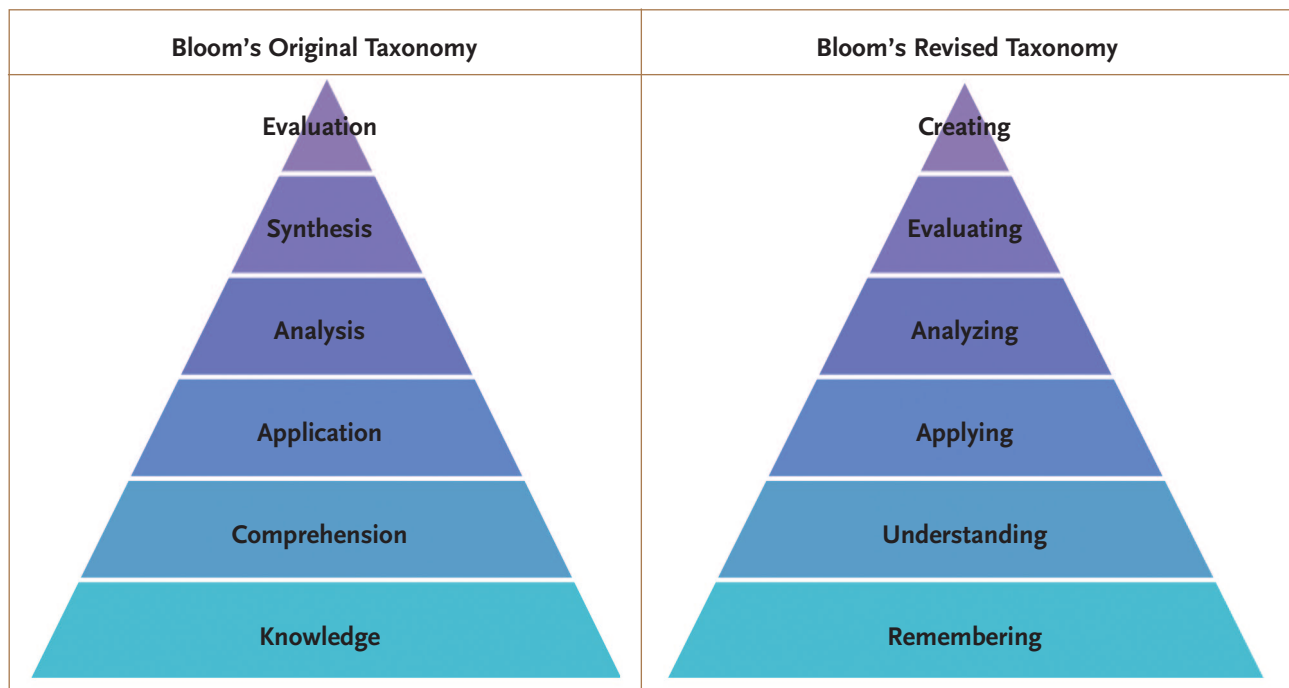
students. They will be expected to complete their homework diligently and to work harder in the classroom since the in-class activities involve the application of their new knowledge. It's easier to sit passively and listen to the teacher talking to the class as your mind wanders to other spheres. You also have to determine how you are going to handle the students who did NOT do the work at home;

4. keep your options open, be flexible, start small, short and simple. You don't have to flip every class. Start with just a few the first year. You can re-use materials as you accumulate them and gradually build up your own archive of resources;
5. have a plan for your extra class time. Make sure the

activities are hands-on, inquiry-based, leading to expanding the information they absorbed at home.

I would also add a sixth item for Italian teachers, which is to remember that not all students have access to the Internet and computers, so whatever technology you adopt should also be visible on a smartphone. Virtually all young students in Italy have a mobile phone and are constantly communicating with each other through WhatsApp, so videos should be placed on YouTube (or similar) or made available in PDF format in which any Internet links are active. In this way, if your students use WhatsApp, they have no excuse for not watching your videos... If home/phone Internet service is a problem, it is also possible

FIGURE 2 – BLOOM'S "TAXONOMY OF LEARNING OBJECTIVES"



Source: [http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20\(1\).pdf](http://educationalelearningresources.yolasite.com/resources/guildresearch_blooms2013%20(1).pdf)

² Explore the www.flippedlearning.org website or, for materials in Italian: www.flippedclassroomrepository.it.