

Convegno Nazionale ANILS

Flipped Teaching

Friday March 11, 2016

Istituto Salvemini – Duca d'Aosta

Via Giusti 27, Firenze

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Flipped Teaching: What is it? What are the advantages? What problems does it present? How can I implement it in my classroom? What technologies are necessary?



What is it?

Flipped **Teaching** and
Flipped **Learning**

Definition of Flipped Learning

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

www.flippedlearning.org

flipped
learning
network

Traditional Classroom



+



- Instructor prepares material to be delivered in class.

- Students listen to lectures and other guided instruction in class and take notes.

- Homework is assigned to demonstrate understanding.

Flipped Classroom



- Instructor records and shares lectures outside of class.

- Students watch / listen to lectures before coming to class.

- Class time is devoted to applied learning activities and more higher-order thinking tasks.

- Students receive support from instructor and peers as needed



The Flipped Classroom

DURING



Students practice applying key concepts with feedback

IN CLASS

GOAL

Students prepare to participate in class activities

BEFORE



GOAL

Students check their understanding and extend their learning

AFTER



GOAL

OUT OF CLASS

OLD
(Before the Flip)

NEW
(After the Flip)



Students read over materials

**BEFORE
CLASS**



Students complete interactive learning module.



Students listen to a lecture.

**DURING
CLASS**



Students practice applying key concepts with feedback.



Students attempt the homework.

**AFTER
CLASS**



Students check understanding and extend learning to more complex tasks.

Outside Class

Teacher prepares content

- Videos
- Podcasts
- E-learning
- Documents/books



In Class

- Teacher as a coach/enabler
- Assignments
- Project based activities
- Hands on processes
- Interactive Questioning
- Learner content creation
- Independent problem solving
- Content and idea exploration



Outside Class

Student learns

- View/read content
- Review
- Concept exploration
- Prepare questions

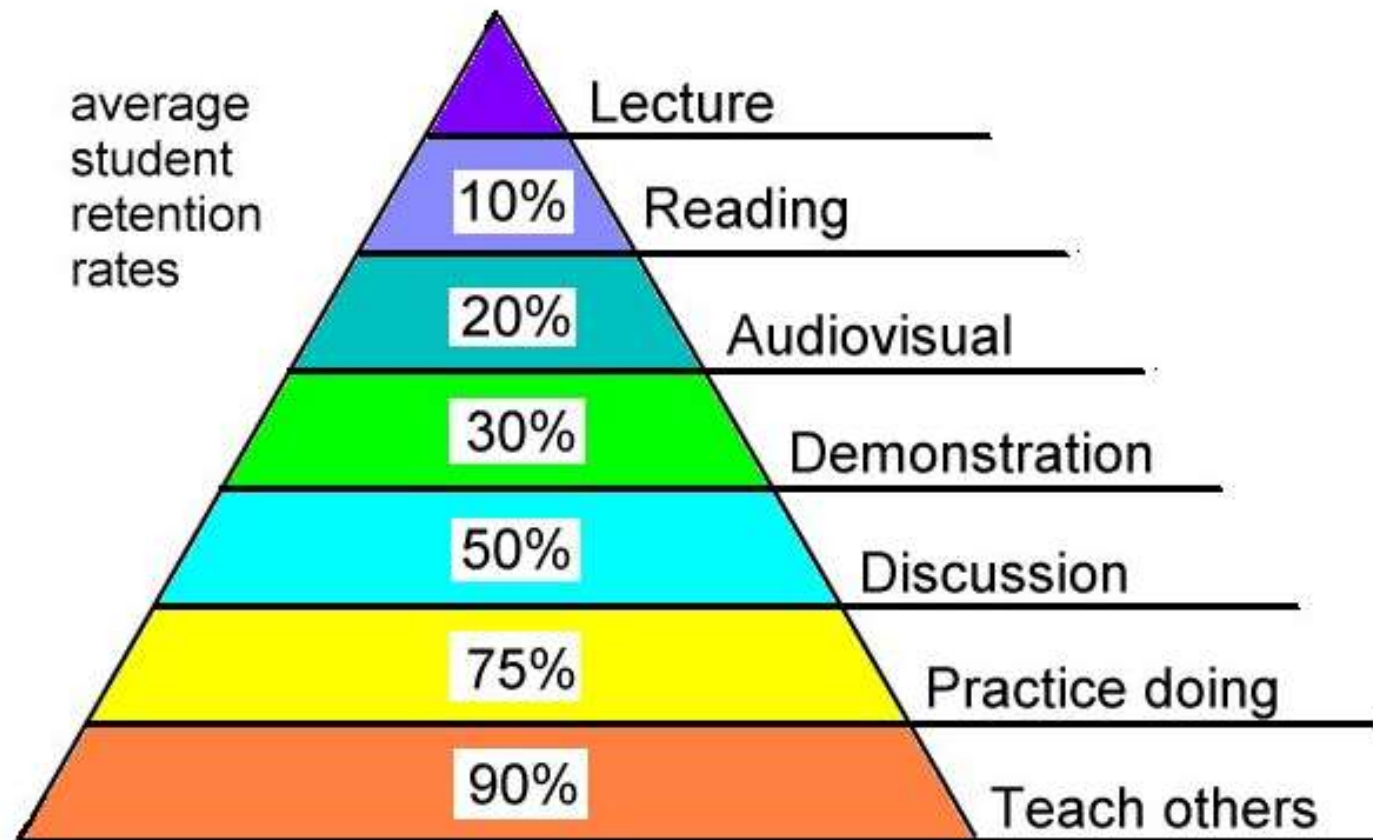


In Class

- Personal projects
- Evaluation and feedback
- Resolutions
- Confirming learning objectives

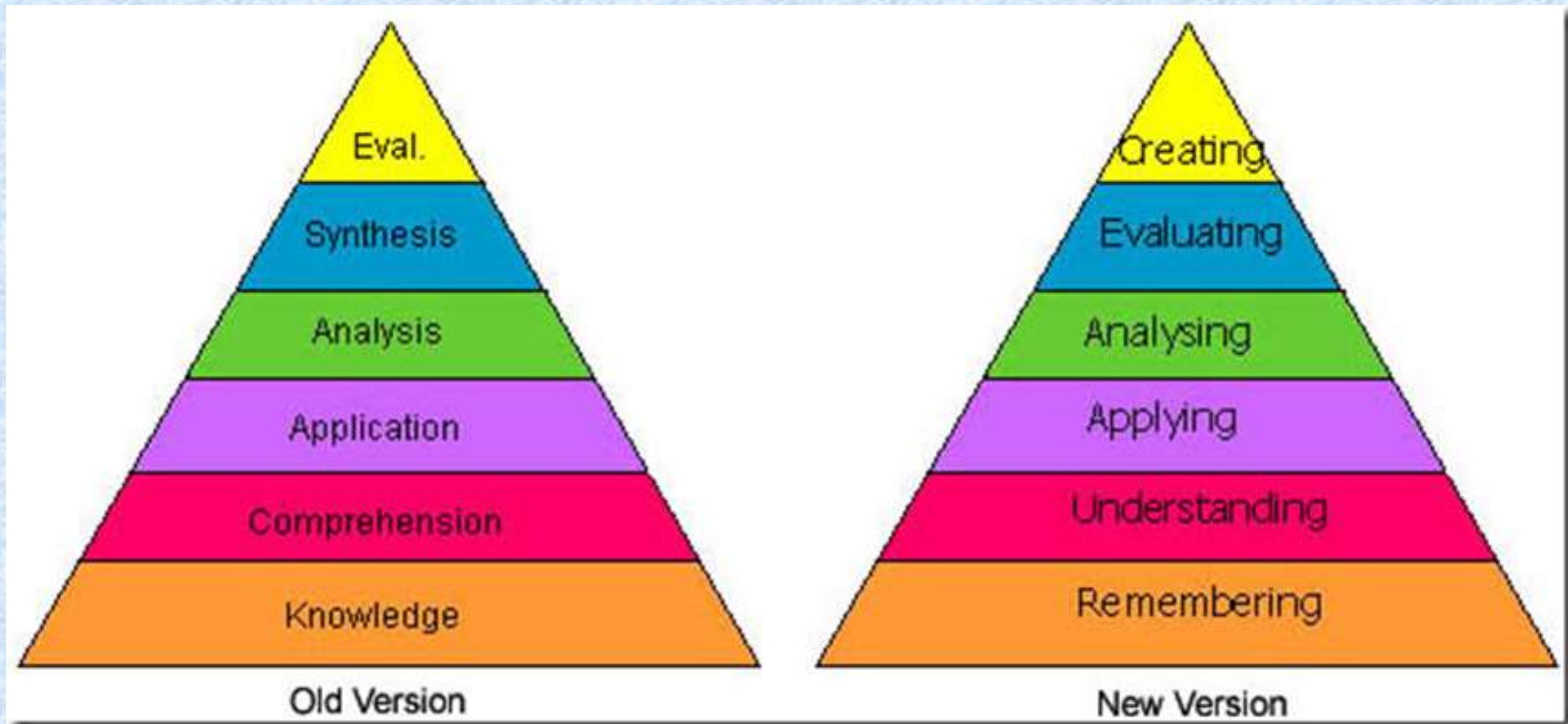


Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Revised version of Bloom's Taxonomy of Learning Objectives



BLOOM'S TAXONOMY: THE 21ST CENTURY VERSION, Copyright © 2012. All rights reserved for [Educational Technology and Mobile Learning](#). This blog is owned and operated by [Mohamed Kharbach](#).

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Choose Observe Show
Copy Omit Spell
Define Quote State
Duplicate Read Tell
Find Recall Trace
How Recite What
Identify Recognise When
Label Record Where
List Relate Which
Listen Remember Who
Locate Repeat Why
Match Reproduce Write
Memorise Retell
Name Select

Key words:

Ask Extend Outline
Cite Generalise Predict
Classify Give examples Purpose
Compare Relate
Contrast Illustrate Rephrase
Demonstrate Report
strate Indicate Restate
Discuss Infer Review
Estimate Interpret Show
Explain Match Summarise
Express Observe Translate

Key words:

Act Employ Practice
Administer Experiment Relate
Apply with Represent
Associate Group Select
Build Identify Show
Calculate Illustrate Simulate
Categorise Interpret Solve
Choose Interview Summarise
Classify Link Teach
Connect Make use of Transfer
Construct Manipulate Translate
Correlation Model Use
Demonstrate Organise
Develop Perform
Dramatise Plan

Key words:

Analyse Examine Prioritize
Appraise Find Question
Arrange Focus Rank
Assumption Function Reason
Breakdown Group Relationship
Categorise Highlight ships
Cause and in-depth Reorganise
effect discussion Research
Choose Inference See
Classify Inspect Select
Differences Investigate Separate
Discover Isolate Similar to
Discriminate List Simplify
Dissect Motive Survey
Distinction Omit Take part in
Distinguish Order Test for
Divide Organise Theme
Establish Point out Comparing

Key words:

Adapt Estimate Plan
Add to Build Extend Predict
Change Formulate Produce
Choose Happen Reframe
Combine Hypothesise Revise
Compile Imagine Rewrite
Compose Improve Simplify
Construct Innovate Solve
Convert Integrate Speculate
Create Invent Substitute
Delete Make up Suppose
Design Maximise Tabulate
Develop Minimise Test
Devise Model Theorise
Discover Modify Think
Discuss Original Transform
Elaborate Originate Visualise

Key words:

Agree Disprove Measure
Appraise Dispute Opinion
Argue Effective Perceive
Assess Estimate Persuade
Award Evaluate Prioritise
Bad Explain Prove
Choose Give reasons Rate
Compare Good Recommend
Conclude Grade Rule on
Consider How do we Select
Convince know? Support
Criteria Importance Test
Criticise Infer Useful
Debate Influence Validate
Decide Interpret Value
Deduct Judge Why
Defend Justify
Determine Mark

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Can you list three...?
Can you recall...?
Can you select...?
How did _____ happen?
How is...?
How would you describe...?
How would you explain...?
How would you show...?
What is...?
When did...?
When did _____ happen?
Where is...?
Which one...?
Who was...?
Who were the main...?
Why did...?

Questions:

Can you explain what is happening... what is meant...?
How would you classify the type of...?
How would you compare...? Contrast...?
How would you rephrase the meaning...?
How would you summarise...?
What can you say about...?
What facts or ideas show...?
What is the main idea of...?
Which is the best answer...?
Which statements support...?
Will you state or interpret in your own words...?

Questions:

How would you use...?
What examples can you find to...?
How would you solve _____ using what you have learned...?
How would you organise _____ to show...?
How would you show your understanding of...?
What approach would you use to...?
How would you apply what you learned to develop...?
What other way would you plan to...?
What would result if...?
Can you make use of the facts to...?
What elements would you choose to change...?
What facts would you select to show...?
What questions would you ask in an interview with...?

Questions:

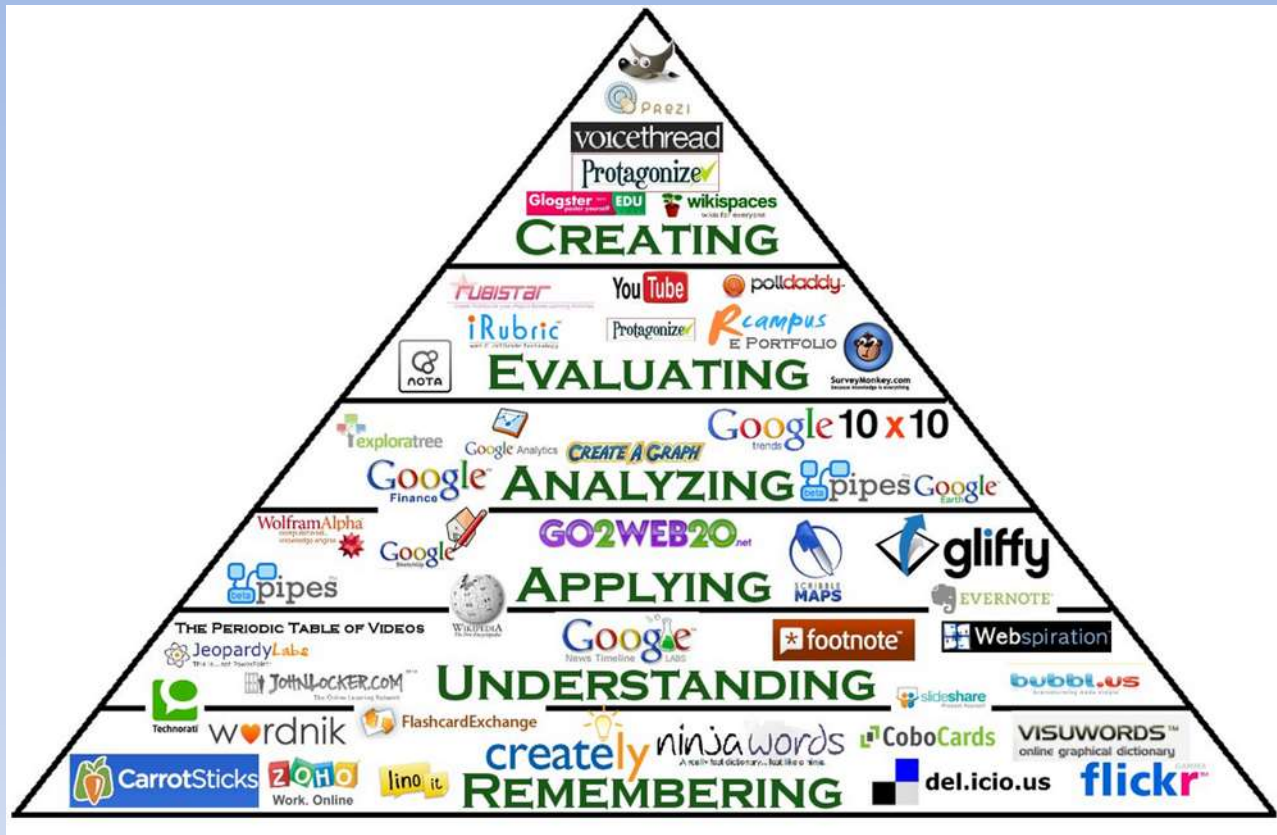
What are the parts or features of...?
How is _____ related to...?
Why do you think...?
What is the theme...?
What motive is there...?
Can you list the parts...?
What inference can you make...?
What conclusions can you draw...?
How would you classify...?
How would you categorise...?
Can you identify the difference parts...?
What evidence can you find...?
What is the relationship between...?
Can you make a distinction between...?
What is the function of...?
What ideas justify...?

Questions:

What changes would you make to solve...?
How would you improve...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?



http://www.educatorstechnology.com/p/blog-page_7.html

A little history:

- The first experiments were carried out in the 1990s by Eric Mazur, professor of physics at Harvard University.
- The most famous applications are by the Khan Academy
http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education
- Other important sites, offering entire courses, include:
<https://www.coursera.org>
- and in Italian: <http://www.tvscuola.it> .
- The founders of Flipped Learning are generally considered to be Jonathan Bergmann and Aaron Sams, authors of “Flip Your Classroom: Reach Every Student in Every Class Every Day”, 2012.
- In 2014 FLIPNET was created in Italy by an association of teachers using flipped teaching: <http://flipnet.it>



The Four Pillars of F-L-I-P™

F

Flexible Environment

Flipped Learning allows for a variety of learning modes; educators often physically rearrange their learning spaces to accommodate a lesson or unit, to support either group work or independent study. They create flexible spaces in which students choose when and where they learn. Furthermore, educators who flip their classes are flexible in their expectations of student timelines for learning and in their assessments of student learning.

F.1

- I establish spaces and time frames that permit students to interact and reflect on their learning as needed.

F.2

- I continually observe and monitor students to make adjustments as appropriate.

F.3

- I provide students with different ways to learn content and demonstrate mastery.

L

Learning Culture

In the traditional teacher-centered model, the teacher is the primary source of information. By contrast, the Flipped Learning model deliberately shifts instruction to a learner-centered approach, where in-class time is dedicated to exploring topics in greater depth and creating rich learning opportunities. As a result, students are actively involved in knowledge construction as they participate in and evaluate their learning in a manner that is personally meaningful.

L.1	<input type="checkbox"/> I give students opportunities to engage in meaningful activities without the teacher being central.
L.2	<input type="checkbox"/> I scaffold these activities and make them accessible to all students through differentiation and feedback.



Intentional Content

Flipped Learning Educators continually think about how they can use the Flipped Learning model to help students develop conceptual understanding, as well as procedural fluency. They determine what they need to teach and what materials students should explore on their own. Educators use Intentional Content to maximize classroom time in order to adopt methods of student-centered, active learning strategies, depending on grade level and subject matter.

I.1	<input type="checkbox"/> I prioritize concepts used in direct instruction for learners to access on their own.
I.2	<input type="checkbox"/> I create and/or curate relevant content (typically videos) for my students.
I.3	<input type="checkbox"/> I differentiate to make content accessible and relevant to all students.

P

Professional Educator

The role of a Professional Educator is even more important, and often more demanding, in a Flipped Classroom than in a traditional one. During class time, they continually observe their students, providing them with feedback relevant in the moment, and assessing their work. Professional Educators are reflective in their practice, connect with each other to improve their instruction, accept constructive criticism, and tolerate controlled chaos in their classrooms. While Professional Educators take on less visibly prominent roles in a flipped classroom, they remain the essential ingredient that enables Flipped Learning to occur.

P.1	<input type="checkbox"/> I make myself available to all students for individual, small group, and class feedback in real time as needed.
P.2	<input type="checkbox"/> I conduct ongoing formative assessments during class time through observation and by recording data to inform future instruction.
P.3	<input type="checkbox"/> I collaborate and reflect with other educators and take responsibility for transforming my practice.

What are the advantages?

Advantages of Flipping

Promotes peer
interaction and
collaboration
skills

Makes
learning
central,
rather than
teaching

Fosters
independent
learning

Encourages
higher
student
engagement

Provides
increased
individualized
attention

What problems does flipping present?

Transforming a course takes both time and commitment, so start with a single class session focusing on what and how students are learning at that time.

Flipping is an iterative process, so as you implement these practices, reflect on what works well and what needs to be modified.



Pros

Cons

Students no longer struggle with challenging concepts alone outside of class time.

Making sure every student has a computer and Internet access.

Students can skip parts of the lesson they already understand and re-watch new or challenging ideas.

Students cannot ask questions for clarification during a recorded lesson.

Applied learning in the classroom.

Technology issues.

Differentiated instruction.

Designing and grading frequent quizzes.

Students are given ownership and responsibility for their own learning.

Students have trouble "buying in" to instruction, especially when it is not created by the instructor.

Students come to class prepped and ready to learn. No down time.

Determining how to handle students who do not complete the homework video.

Videos include links for deeper thinking and further learning.

Creating or finding quality videos for each lesson.

Teacher can spend class-time working one-on-one or in small groups with students.

In-Class Flip in primary/middle schools (= Easy Flip!)

Modifying the Flipped Classroom: The "In-Class" Version by Jennifer Gonzalez
<http://www.edutopia.org/blog/flipped-classroom-in-class-version-jennifer-gonzalez>

Advantages

- **The teacher can observe whether students are really watching.** When attention starts to stray, the instructor can get students back on track right away. To boost accountability even more, try a platform like [Educanon](#), which allows you to embed any video into an online multiple-choice assessment that you create yourself.
- **The initial exposure to the video content has a better chance to sink in.** The teacher can answer questions with more immediacy. And for students who struggle, the instructor can send them directly back to the video for a refresher.
- **Hardware is (presumably) safer.** There's less risk of a device getting broken or lost if it remains in the classroom.

Challenges

- **It doesn't make for tidy one-period lesson plans.** With short daily class periods, you won't be able to do a single-day flip. You need enough stations to provide work for students who haven't seen the video and some for those who have. That kind of rotation takes time. The discussion forums on the [Flipped Learning Network](#) offer great ideas and advice.
- **More preparation is required at the beginning.** Setting up and fine-tuning stations -- not to mention recording videos -- takes time, so start slow. Once you've been flipping for a few years, you'll have stations and videos that can be recycled.
- **Technically, you don't "gain" more class time.** Because the traditional flip moves the direct instruction outside of school hours, there is more time for classwork. The In-Class Flip can't do this. But think about those cases where traditional flipping results in unevenly prepared classes -- in these scenarios, the teacher has to catch up students who didn't do the home viewing, so the net gain may ultimately be pretty low.

How can I implement it in my classroom?

Example of a Flipped Class Lesson Plan

This lesson concentrates on

Target:

Previous knowledge:

Objectives:

Before class: View this video and do the following tasks described in this video:

During class:

- warm-up: in groups - SHAC session
- all together: results
- divide them into pairs and
- all together: check their answers and then brainstorm other possible responses to the conversation bits.
- in small groups: create
- in pairs (different combination from before) they
- they perform/present to the class... Constructive criticism from the others.

After Class: Follow up activity

SHAC stands for **Share-Help-Ask-Comment**. It is what you do in the first moments of your class in relation to the out- of-class activities.

(Khalid Fethi, Morocco, EVO Flipped Learning, 2016)

- At the beginning of your class, divide students into groups of 4-5. They **share** their knowledge, impressions, difficulties encountered... in their out-of-class activity.
- They **ask** each other for **help** in understanding.
- Whole class discussion (**commenting**) on their experience, what they learned, etc.
- The teacher guides them to further comprehension before introducing the in-class activities.



Flipped classroom – is it for everyone?

Edutopia – Jon Bergmann and Aaron Sams – 2.51 min

<https://youtu.be/FAWidtL7pKE>

5 things I wish I knew when I flipped – Sowash

<https://youtu.be/4JPdGlyt6gg>

Resources for flipping for children with special needs:

<http://www.flippedclassroomworkshop.com/>



What technologies are necessary?

It can be very easy!

<https://youtu.be/PvwwShZ5MJk>

My video on the Present Perfect with for and since

Made with Power Point and a simple voice recording, then uploaded to YouTube (private viewing – with link only).

Instructions on making a PPT video: <https://youtu.be/aNkfZvjPHFE>

Office Mix (Power Point add-in) instruction:

<https://youtu.be/uPif4lYra6Y>

Or complex: <http://www.flippingphysics.com/flipping.html>

This link also provides directions on how to make your own videos.

How to make a video using moviemaker (PC) or imovie (Apple):

<https://youtu.be/ZRvmjjeZ9CA>

Other free video making programmes: Screencast-o-matic, Jing, Quicktime

Great list of all possible tools:

<http://www.schrockguide.net/screencasting.html>

<http://www.pearltrees.com/smberdaxagar/screen-recorders/id15209110>

Screen recording

Add quizzes to videos to make them more interactive. Three such sites are [edcannon](#), [edpuzzle](#) and [zaption](#) (not totally free).

Use (free) Google forms to make questionnaires and surveys:

<https://docs.google.com/forms/u/0/>



The image shows a screenshot of a Google Form interface. At the top, it says 'Moduli Google' and 'offerto da drive.google.com'. Below that, there are five stars and '(5095)' reviews, a link to 'Applicazioni da ufficio', and '2.207.195 utenti'. There are three tabs: 'PANORAMICA', 'RECENSIONI', and 'CORRELATI'. The main content area features a colorful illustration of a person with a dog on a mountain trail. Below the illustration, the form title is 'Fall camping trip!' with the subtitle 'Join us on our annual get-away'. The first question is 'What is your name?' with a 'Short answer text' input field. The second question is 'Are you interested in joining us for a camping trip in October?' with a 'Date is still TBD' note.

Make videos with: atube or animoto

<http://www.atube.me/video/>

<https://animoto.com/>

The screenshot shows a Windows desktop environment. In the background, a YouTube video player is open, displaying a video titled "Double Bubble Map" with a duration of 2:41 and a current time of 0:03. The video shows a woman with blonde hair speaking. In the foreground, a window for "aTube Catcher 3.8.9000 - Studio Suite - DsNET Corp. 2014" is open. The window has tabs for "Downloader", "Stream Catcher", "Screen Record", "Video Converter", "DVD/BluRay/CD Creator", and "Audio Recorder". The "Downloader" tab is active, showing a text box with the URL "https://www.youtube.com/watch?v=-wZweCFXEf8" and a "Download" button. Below the text box is a table with columns: Title, Progress, Status, Size, Output profile, and Video URL. The table is currently empty. At the bottom of the window, it says "Ready!". The Windows taskbar at the bottom contains icons for Internet Explorer, Google Chrome, Firefox, and several other applications. The system tray shows the date and time as 10:28 on 14/10/2015.

<http://flippedclassroom.org/>

free professional sharing, help and resources (in English)

flipped learning community

A professional learning community for educators using flipped learning.

[MAIN](#) [MY PAGE](#) [FORUMS](#) [MEMBERS](#) [GROUPS](#) [VIDEOS](#)

LATEST ACTIVITY



Rob Pusch replied to Margaret FalerSweany's discussion [Can you flip a college class?](#)

"I work with faculty in Higher Ed on flipping classes. One in particular I worked on was a Learning Strategies course (I am in the School of Education) that meets twice a week. The biggest struggle

FLIPPED LEARNING COMMUNITY

Welcome to the Flipped Learning Community,
the original online community of practice FOR and BY Flipped Educators!

Want to Join? Send a request now. (Approval may take 24-48 hours; we check each request to keep out spammers.)

Already a Member? Once approved, update your profile on My Page, jump into a discussion in the Forum section, and find a couple of Groups to join. You get what you give! Occasional newsletters are sent to members.

Welcome to
Flipped Learning Community

[Sign Up](#)
or [Sign In](#)

Or sign in with:



FLIPPED LEARNING NETWORK

If you would like to submit your Flipped Content Videos to share with teachers we encourage you to go [HERE](#) and share your videos. At this site you can also view flipped videos sorted by content and grade level.

VIDEOS



The Basics of Making Engaging Flipping Videos

Added by Jonathan Thomas-Palmer



8 "Don'ts" for Making Engaging Flipping Videos

Added by Jonathan Thomas-Palmer



9 "Dos" for Making Engaging Flipping Videos

Added by Jonathan Thomas-Palmer

+ Add Videos

[View All](#)

GROUPS



Elementary (Grades K-6)

322 members



Flipped Learning Research

164 members



Mastery Learning

464 members



Middle School

624 members



First Time Flippers

1497 members

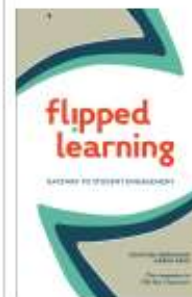
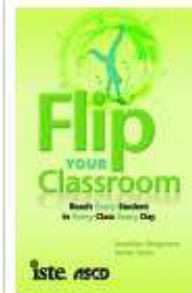
[View All](#)

July 13-15, 2015. East Lansing, Michigan

FlipCon14

You can still purchase the virtual archives for FlipCon14. Click [HERE](#) for more information.

Jon and Aaron's Books on the Flipped Class by clicking on the cover.



This Ning site is provided by the Mathematics and Science Teaching (MAST) Institute at the University of Northern Colorado.

Flipped teaching in CLIL projects

www.flippedlearning.org

<http://www.flippedclassroomrepository.it>

Easy YouTube videos that students watch at home before the lesson in LS.

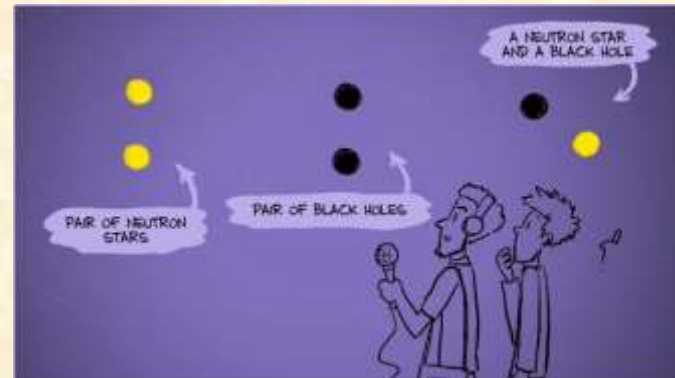
e.g. Water Cycle

<https://youtu.be/U80LVjVX75k>



Gravitational Waves Explained

<https://youtu.be/4GbWfNHtHRg>



www.zondle.com



create, play and share games
to support teaching, learning and assessment

any subject, any level, any language, anywhere



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content



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premium content



coming soon
subscribe
for premium functionality



teaching games



consolidate learning



assessment



leaderboards



zollars



student games



revision



monitor students



behaviour rewards



mobile

TinyTap, Create interactive lessons & games

By TinyTap Ltd.

Open iTunes to buy and download apps.



Be a Maker!

Turn your ideas into fun learning apps: teach something, tell a story, make someone smile!



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Yogev Shelly 4+



Jamie 5+



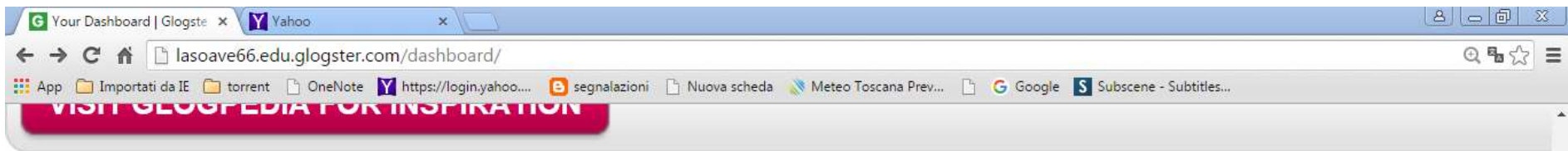
Hazel Ed

Popular

See all



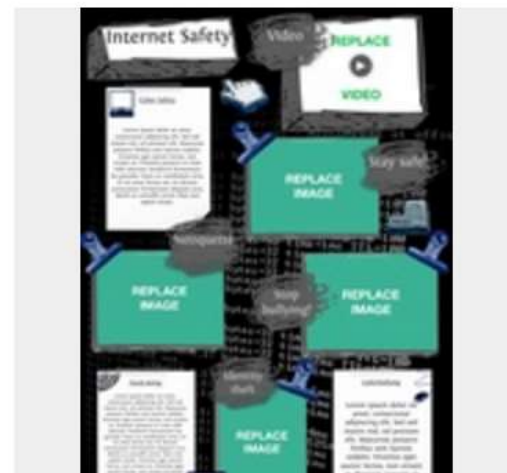
Glogster: create a digital poster www.glogster.com



RECIPE

Internet Safety

Great Explorer



SUPPORT

[View glog RECIPE](#) with reglog

Delete Edit

Public with reglog

Delete Edit

Public with reglog

Delete Edit

Making online questionnaires: Tricider <https://www.tricider.com/>



tricider public idea space



Look around. Someone needs your creativity!

Create new question

What conditions are important for people starting new businesses?

[show more](#)

by Xavier 36 ideas

What is the most stressful situation at work?

[show more](#)

Please feel free to add pictures too!

by Xavier 32 ideas

Google's latest educational tool, [Google Classroom](#), a great addition to the [Google Apps for Education](#) family.

The screenshot shows the Google Classroom interface for a class titled "M4 Basic Biology Semester 1 Ecology". The header features a background image of hippos in water, the class name, the teacher's profile picture and name "Adam Bodley-Tickell", and options to "Select theme" and "Upload photo". Below the header is a navigation bar with "STREAM", "STUDENTS", and "ABOUT" tabs. The main content area is divided into several sections: "UPCOMING ASSIGNMENTS" (No upcoming assignments), "STREAM" (with a "Show deleted items" toggle), "CLASS CODE", a "Share with your class..." input field, a filter menu for "Announcement" and "Assignment", a "DRAFT (1)" dropdown, and an assignment card for "#007 Data analysis activity" by Adam Bodley-Tickell, due on "JUN 9, 10:00 AM". The assignment card also displays the numbers "13" and "15" and a help icon.

It is available to any school that has Google Apps for Education. Advantage of using all the free Google tools (doc, sheet, forms, slides, drive, etc.)

The screenshot displays the Google Classroom app interface. At the top, the Google Classroom logo is shown with the URL <https://classroom.google.com>. Below the logo, there is a star rating of 4.5 (498 reviews) and a link to [Teacher & Admin Tools](#). The user count is listed as 3,964,946 users. On the right side of the header, there are two buttons: "ADD TO CHROME" and "VISIT WEBSITE".

The main content area is divided into four tabs: "OVERVIEW" (selected), "REVIEWS", "SUPPORT", and "RELATED". A "G+ 1.1k" badge is visible in the top right corner of the main area.

The "OVERVIEW" tab shows a grid of course cards. Each card includes the course name, teacher name, and the number of students. Below each card, it indicates "UPCOMING ASSIGNMENTS" and "No assignments". The courses shown are:

- Physical Education (Theresa Teacher, 0 students)
- Design 101 (Intro course, 0 students)
- Art history (Period 1, 0 students)
- Intro to World History (Period 3, 1 student)
- Poetry for Physicists (1 student)
- Astronomy (Introduction to Astronomy, 4 students)

On the right side, there is a sidebar with a "By Google" logo and the text "Compatible with your device". Below this, a description states: "Classroom helps teachers save time, keep classes organized, and improve communication with students." A further paragraph explains: "Classroom is a new tool in Google Apps for Education that helps teachers create and organize assignments quickly, provide feedback efficiently, and easily communicate with their classes. Classroom helps students organize their work in Google Drive, complete and turn it in, and communicate directly with their teachers and peers." At the bottom of the sidebar, there is a link to "Create and collect assignments: Classroom" and a "Website" button.

The screenshot shows the Edmodo web interface. At the top, the browser address bar displays the URL <https://www.edmodo.com/home#/group?id=17927481>. The main header is blue and contains a search bar with the text "Cerca fra i messaggi, i gruppi, gli utenti, le app e altro ancora".

On the left side, there is a sidebar menu under the heading "Gruppi". The menu items are: "CPIAFirenze" (highlighted), "Creare un sottogruppo", "Gestisci gruppi", "Crea un gruppo", and "Iscriviti ad un gruppo".

The main content area is for the group "CPIAFirenze", which is described as "Mrs. Soave · 8th Voto · Lingue Straniere". Below the group name are tabs for "Messaggi", "Cartelle", "Iscritti 2", and "Impostazioni d...".

The "Messaggi" tab is active, showing a message from "La sig.ra Soave" to the group. The message text is "Utilizza almeno uno di questi siti proposti e racconta la tua esperienza!". Below the text is a submission box with a "Consegnato (0)" button and a "Data di consegna 25 ottobre, 2015" label. There is also a field for "Scegli un sito/piattaforma di condivisione".

A file attachment is shown below the message: a PDF file named "teachin_tools_anils_pdf.pdf".

On the right side, there is a "Codice: wnz56" field with an "Invita" button. Below that is a blue "Assignment Center" banner with the text "Track your classroom's progress on assignments and quizzes with ease." and a link to "Add Assignments".

At the bottom of the screen, the Windows taskbar is visible, showing various application icons and the system tray with the date and time "20:15 17/10/2015".

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OTHER USEFUL RESOURCES

in italiano: <http://www.flippedclassroomrepository.it/>

LA DIDATTICA “CAPOVOLTA” di Fabio Serenelli (in italiano)
<http://is.pearson.it/magazine/la-didattica-capovolta/>

Sitografia commentata di risorse: <http://www.anils.it/doc/TeachingToolsAnils.pdf>

in English:

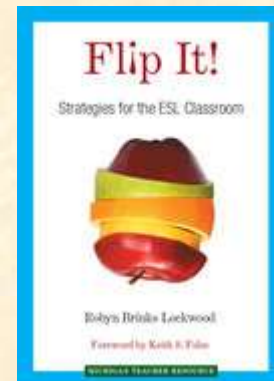
http://www.educatorstechnology.com/p/blog-page_7.html

Great links and summary of flipped learning:

<http://www.educatorstechnology.com/2016/02/everything-teachers-need-to-know-about-flipped-classroom.html>

Flip It! by Robyn Brinks Lockwood, 2014

http://www.press.umich.edu/7110704/flip_it!



Resources at: <https://www.teachertube.com/>

Article: *What's on the Internet for Flipping English Language Instruction?* by Ilka Kostka and Robyn Brinks Lockwood

<http://www.tesl-ej.org/wordpress/issues/volume19/ej74/ej74int/>

<https://quizlet.com/> - create interactive activities

Create wikis with your students:

<https://www.wikispaces.com/>



Thank you for your attention!



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