



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Using the Flipped Classroom Model to support active student engagement in the Geography classroom

During



After



Before





Learning Intentions

- The benefits of the flipped classroom
- The considerations for implementing the flipped classroom
- Planning for the successful implementation of the three stages of the flipped geography classroom



Blended Learning

GARRISON AND VAUGHAN (2008)

“The Blended and thoughtful fusion of face-to-face and online learning experiences”

Blended learning



Digital Technologies Team

The Flipped Classroom Model





Blooms Taxonomy

- **Outside Class:**
 - Lower Order Thinking
 - Gain knowledge and Understanding
- **In Class:**
 - Higher Order Thinking
 - Application, Analysis, evaluation and/or synthesis





Flipped Classroom Benefits



Opportunities for active Learning



Minimises student frustration



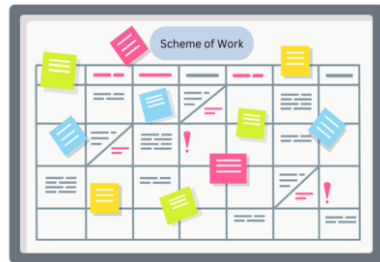
Quicker feedback



Student collaboration and discussion



Key Considerations



Scheme of Work



Class Group



Students



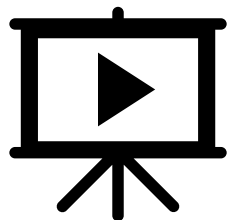
Devices



Teacher Knowledge



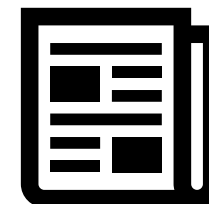
Flipped Classroom



Video



Podcasts



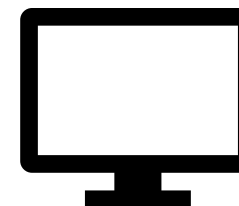
Newspaper Articles



Text Books



Online
Encyclopaedias



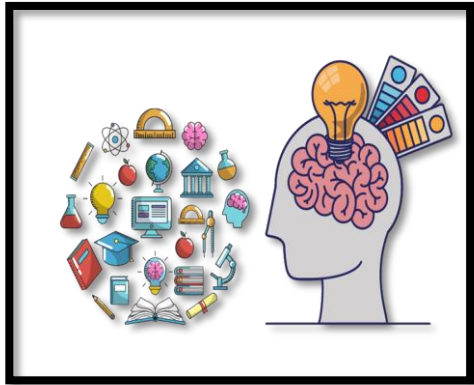
Other Digital
Content



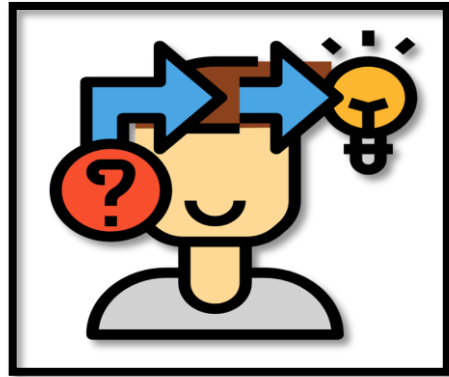
Preparing Students for Flipping



Planning



Use activities that require students to apply what they are learning



Consider which assessment methods could be used



Prepare students for the changed roles they will have



Identify the content students will engage with prior to class



Students in the Flipped Classroom



**Note-taking,
summarising
methods**



**Model how to
engage with
content**



**Checklist for
working from
home**

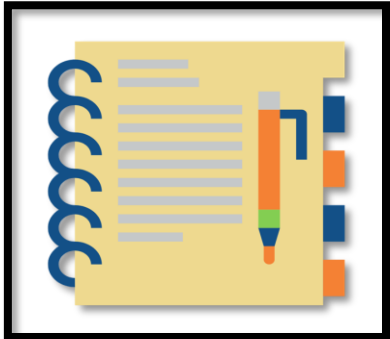
W-S-Q- Method



Oide



Watch



Summarise



Question



Gradual Release of Responsibility

Role of
the
Teacher



DEGREE OF
RESPONSIBILITY

Role of
the
Students



Modelling

I do it

The teacher demonstrates and explains the strategy being introduced. This is achieved by thinking aloud the mental processes used throughout the strategy.



The students participate by attending to the demonstrations.

Sharing

We do it

The teacher continues to demonstrate the use of the strategy with a range of problems, inviting students to contribute ideas and information.



Students contribute ideas and begin to practise the use of the strategy in whole-class situations.

Guiding

You do it together

The teacher provides scaffolds for students to use the strategy. Teacher provides feedback.



Students work with help from the teacher and peers to practise the use of the strategy using a variety of problems.

Applying

You do it alone

The teacher offers support and encouragement as necessary.



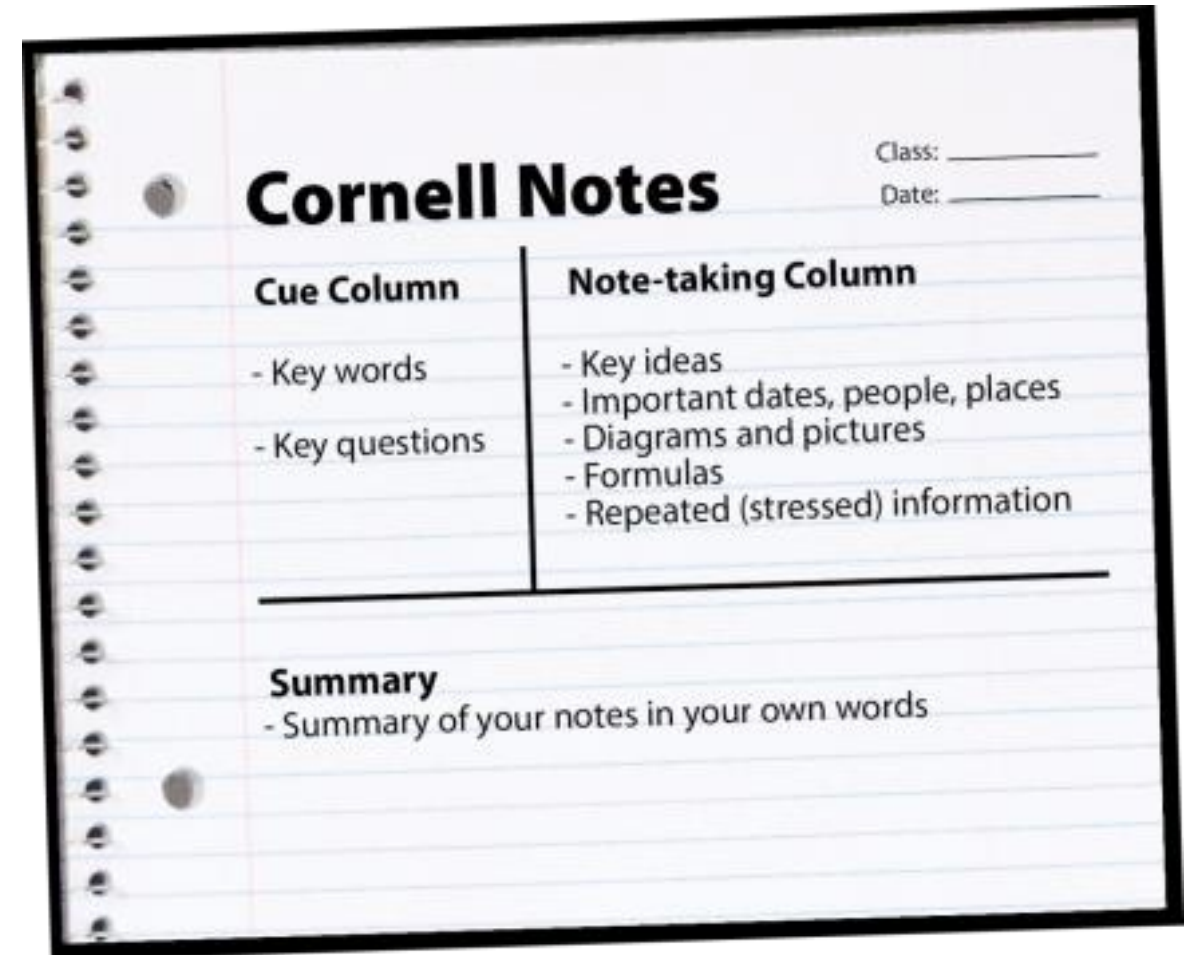
The students work independently to apply the strategy in context across the curriculum.

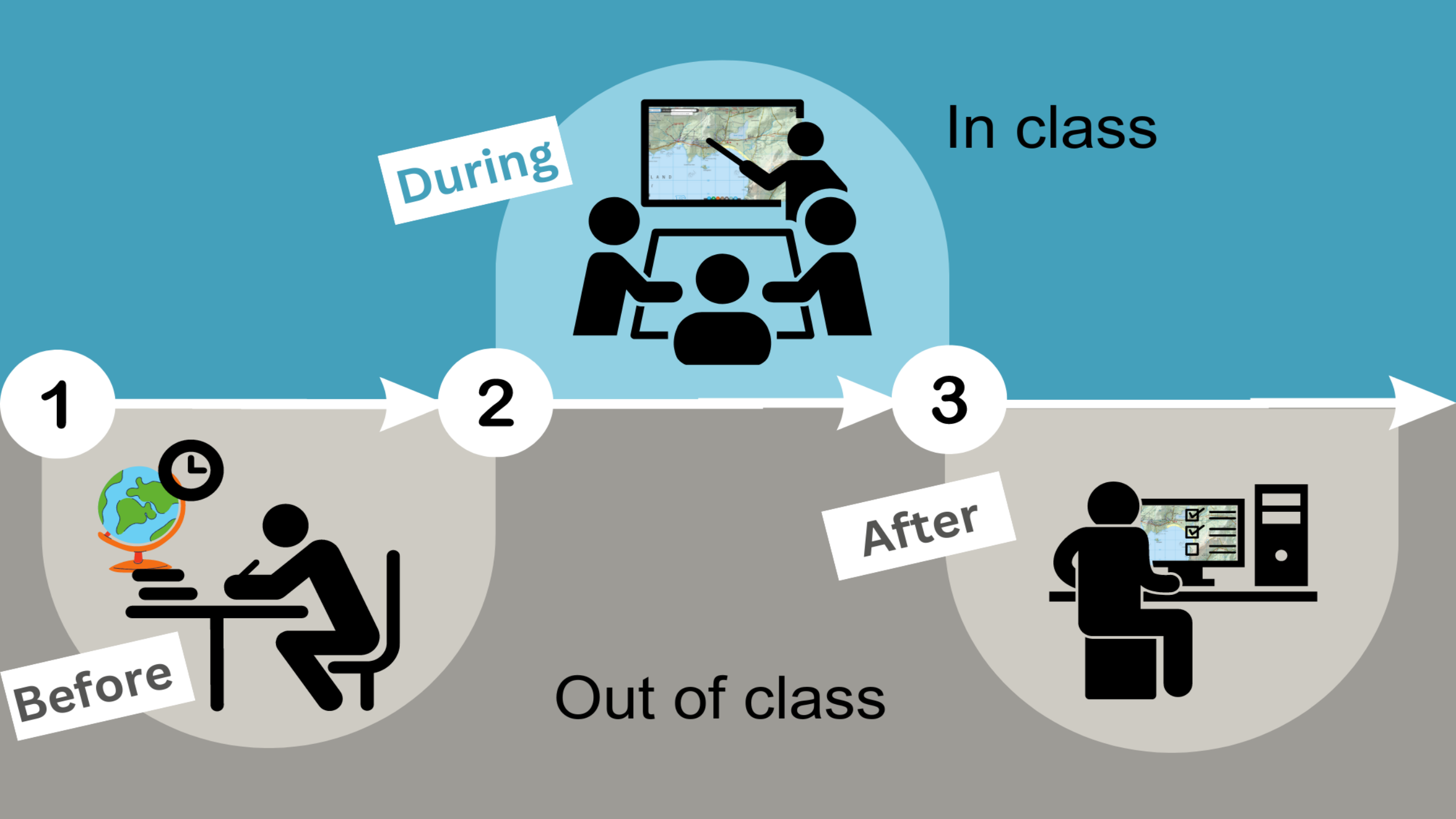




Cornell Note Taking

- The strategy is an active means of taking notes while engaging in new content
- It structures how students can take notes on new material in a way that can be reviewed easily
- This approach is especially suited to students in senior cycle





1

2

3

During

In class

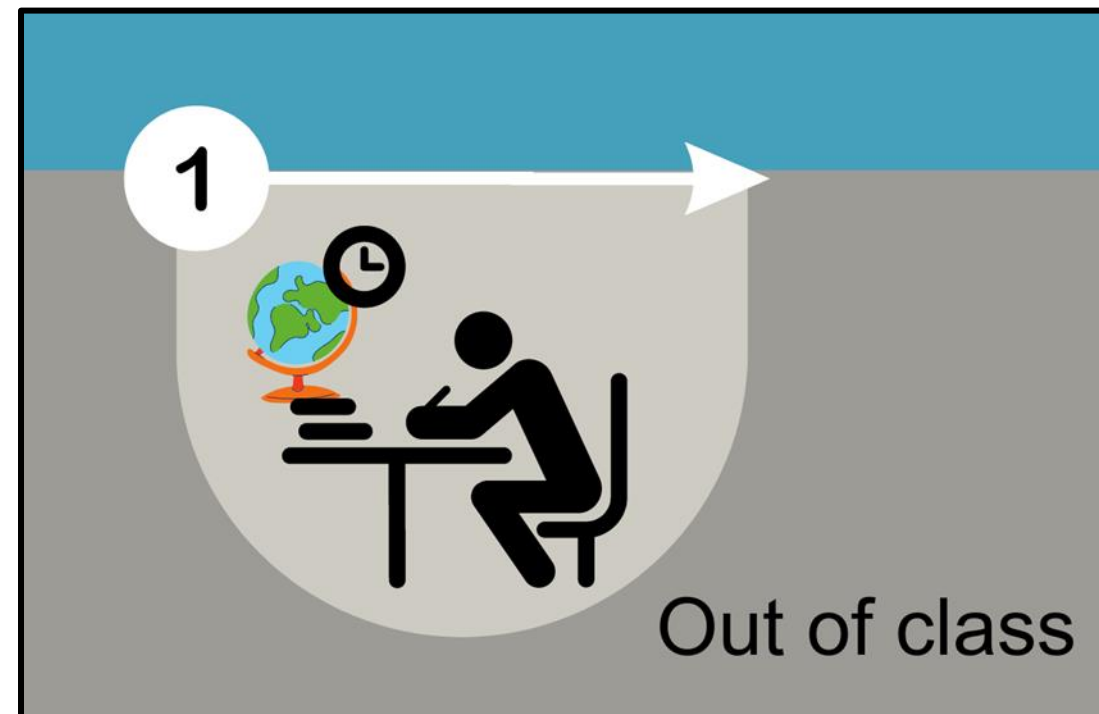
After

Before

Out of class



Before Class



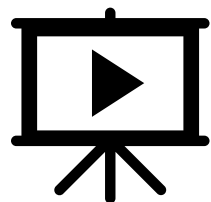


Before class time

Content prepared by teacher in advance

Organisation and sharing of resources

Access to materials at home



Video



Podcasts



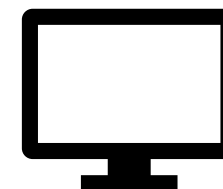
Newspaper
Articles



Text Books



Online
Encyclopaedias



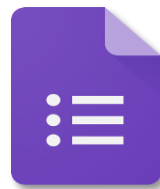
Other Digital
Content



Engagement

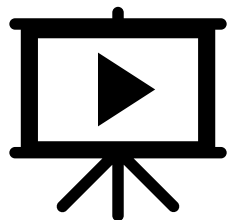
Pre-questions

Embedded questions





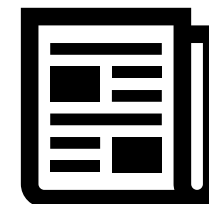
Flipped Content



Video



Podcasts



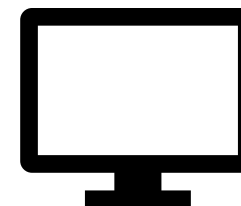
Newspaper Articles



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During Class





During Class Time

Active learning methodologies

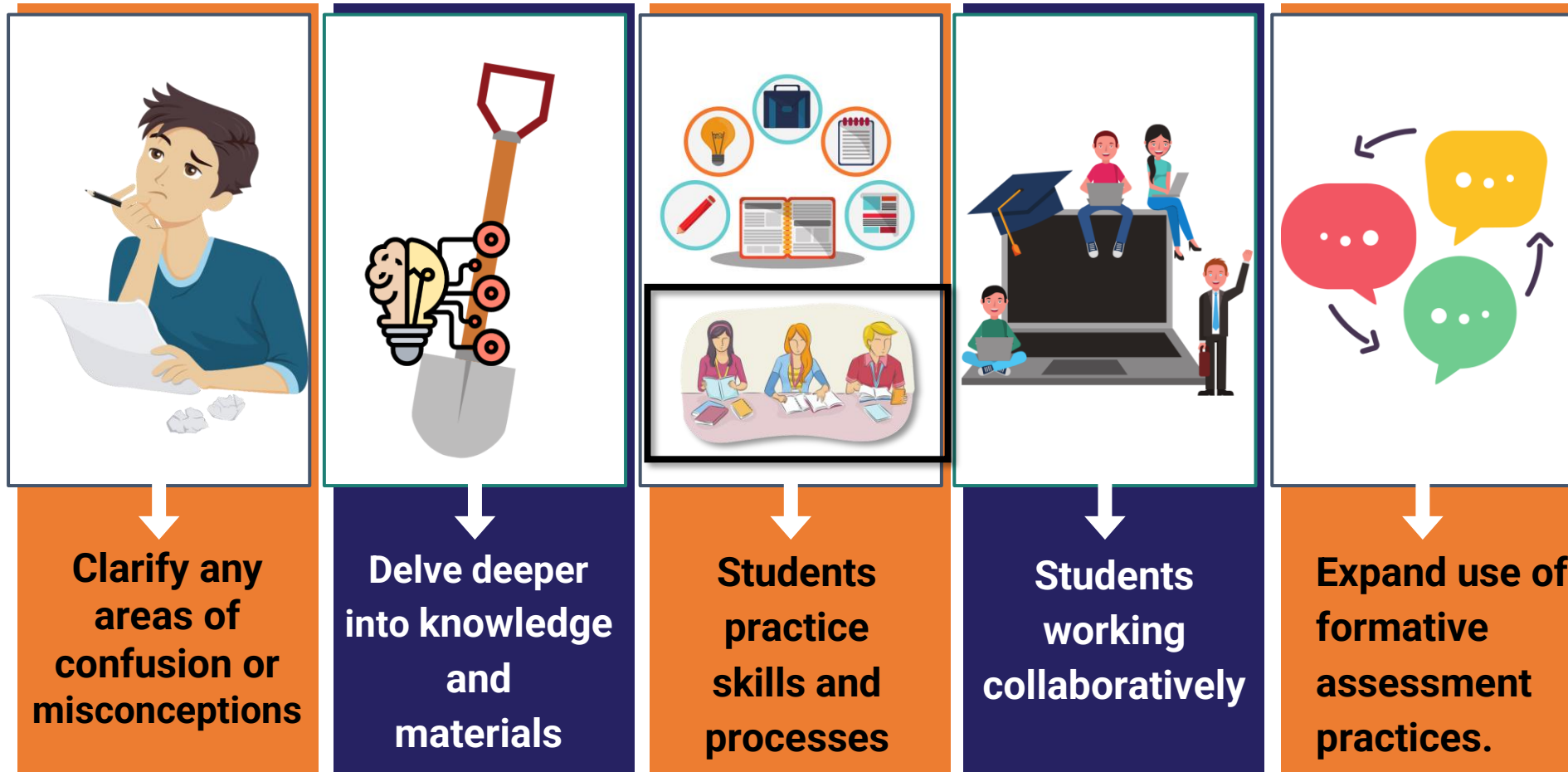
Teacher takes more of a facilitative role

Activities use and build on flipped content



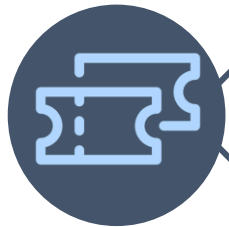


Best Use of Face-to Face Time





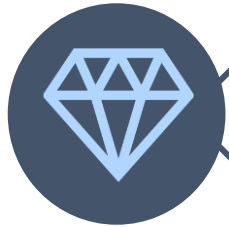
Active Learning Methodologies



Entry Tickets



Peer Teaching



Diamond Nine



Digital Whiteboards



Walking Debate



Exit Tickets

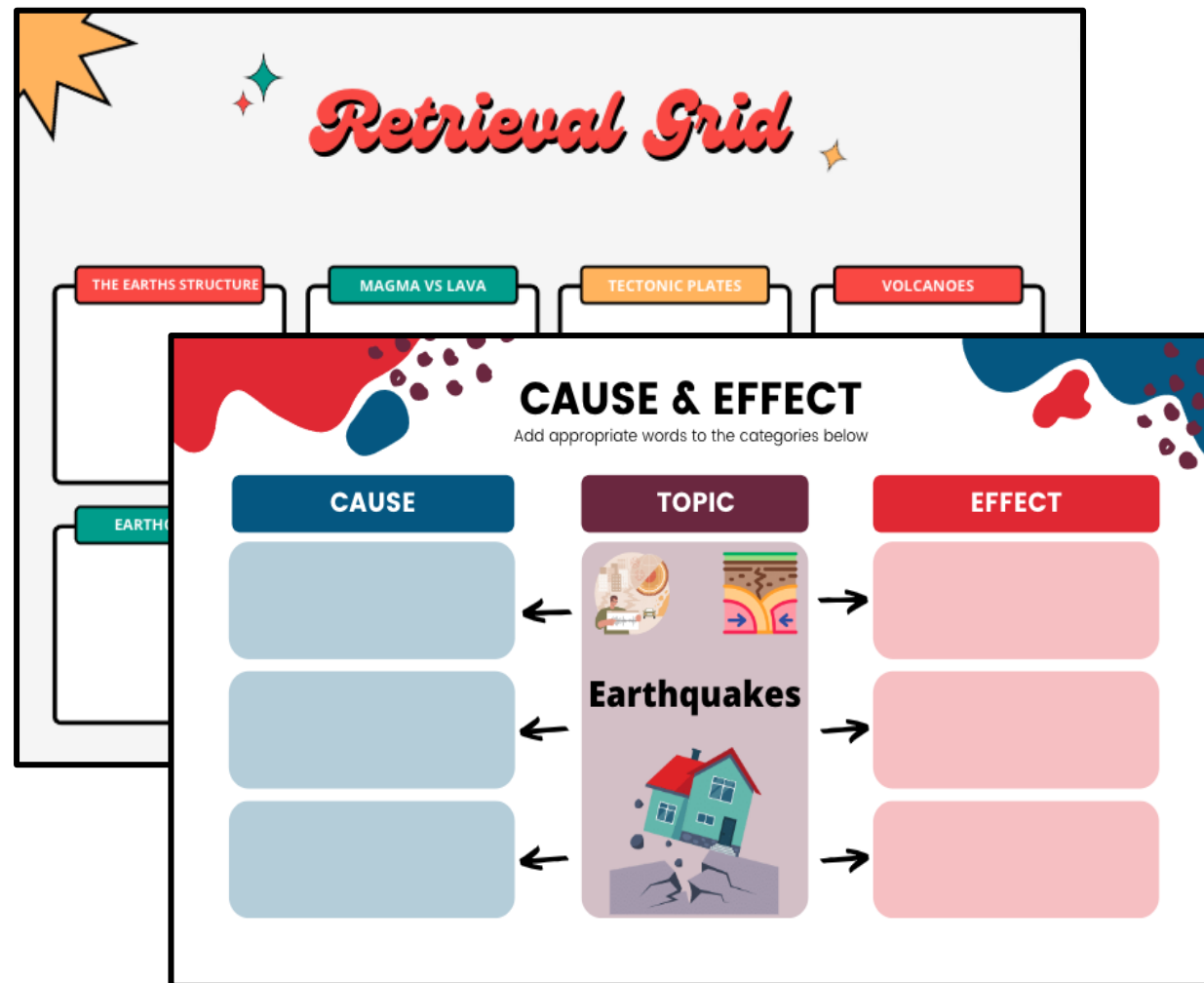


Entrance and Exit Tickets

- Support student reflection
- Prepare students for learning
- Create digital entry tickets



Whiteboard.fi





Effective Questioning

Cold Calling

I'm going to ask the class some questions on constructive plates

Fiadh, in what direction do constructive plates move?



Just Fiadh



in what direction do constructive plates move?..... Fiadh?



Whole class

Fiadh

Turn and talk to your partner, about constructive plates and their movement. Fiadh what direction do they move?

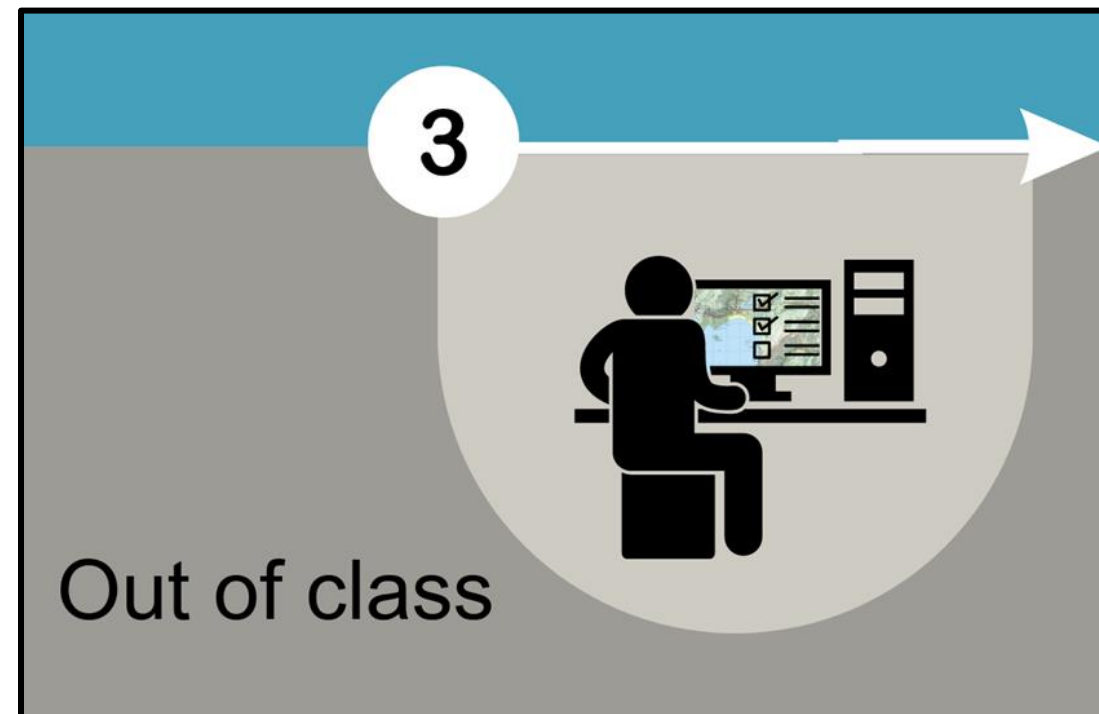


Whole class

Just Fiadh



After Class





After Class

- Closing the gap
- Independent learning
- Choice boards
- Links to resources
- Learning paths





Choice Boards

Summarise one aspect that we have covered this week in 5 sentences



Retrieval practice by P.K.Agarwal & P.M. Bain

Choose 5 keywords from the topic and create an acrostic poem to help remember them



Create a list of the past and current topics covered. Work in pairs to retrieve the information on the concepts.



Retrieval practice by P.K.Agarwal & P.M. Bain

Complete a brain dump on a topic covered last week/month/year



Retrieval practice by P.K.Agarwal & P.M. Bain

Create 5 questions based on the last lesson



Create a mindmap on the current topic





Choice Board – The Paris Basin

Topic: 	Video 	Podcast 	Reading 	Task 
Paris Basin Introduction	<u>Physical Processes Paris Basin</u>	<u>Physical Characteristics of Paris Basin</u>	<u>France- The Great Lowlands</u>	Draw a mindmap of the physical characteristics of Paris Basin
Agriculture in the Paris Basin	<u>Agriculture in the Paris Basin</u> <u>Agriculture and Biodiversity</u>	<u>Agriculture in Paris Basin</u>	<u>Île-de-France</u>	Use the sketchnote technique to summarise the main concepts
Food Processing in the Paris Basin	<u>Wine making</u>	<u>Food Processing</u>	<u>Food Processing Profile</u>	Create a brain dump on primary activities in the Paris Basin



Planning for the Flipped Classroom



SCAN ME





Reflection Questions for Discussion

- What are the benefits of using the Flipped Classroom with your geography students?
- What challenges do you foresee in using the Flipped Classroom in your geography classroom?



Learning Intentions

Participants should have a better awareness of:

- The benefits of the flipped classroom
- The considerations for implementing the flipped classroom
- Planning for the successful implementation of the three stages of the flipped geography classroom