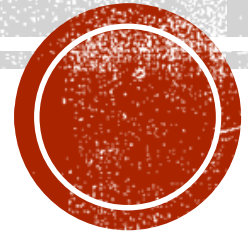
FLI CREATE

2019-1-IT02-KA201-063149

FLIPPED CLASSROOM

PART 3 - OPERATE

C2 Learning Activity Day 5 – online – 19th November, 2020



Anita Téringer

ITSTUDY
Education and Research Center

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RE-CAP ON PREVIOUS TASK

- Video animation – pre-class
  - Animoto, Biteable, PowToon, Genially

- Sharing online
  - Google Classroom, Moodle, Edmodo, vimeo, FB, YouTube


Google Classroom™

- Various topics
  - Physics, Maths, English, Sociology, Gardening, History, Banking, Entrepreneurship etc.

Would you mind to share?

TODAY'S TOPICS

- Teacher's and students' role
- Lesson planning – specific to FC
- Assessment – student centered
- Sutori – demonstration of a tool
- Assignment 3 (until 31-jan-2021)

TEACHER'S ROLE – „GUIDE ON THE SIDE"

Online

- Creation/sourcing of **digital content** to facilitate self-directed learning
- Engage in **communication** with students while online

In class

- Dedicate time and activity for **application** of the learned content (discussion, hands-on demonstrations)
- Lead a series of experiential learning exercises/ **collaborative** activities etc.
- Ensure that students receive practical and appropriate **guidance** to correctly meet the objectives of the lesson

STUDENTS' ROLE – ONLINE & IN CLASS

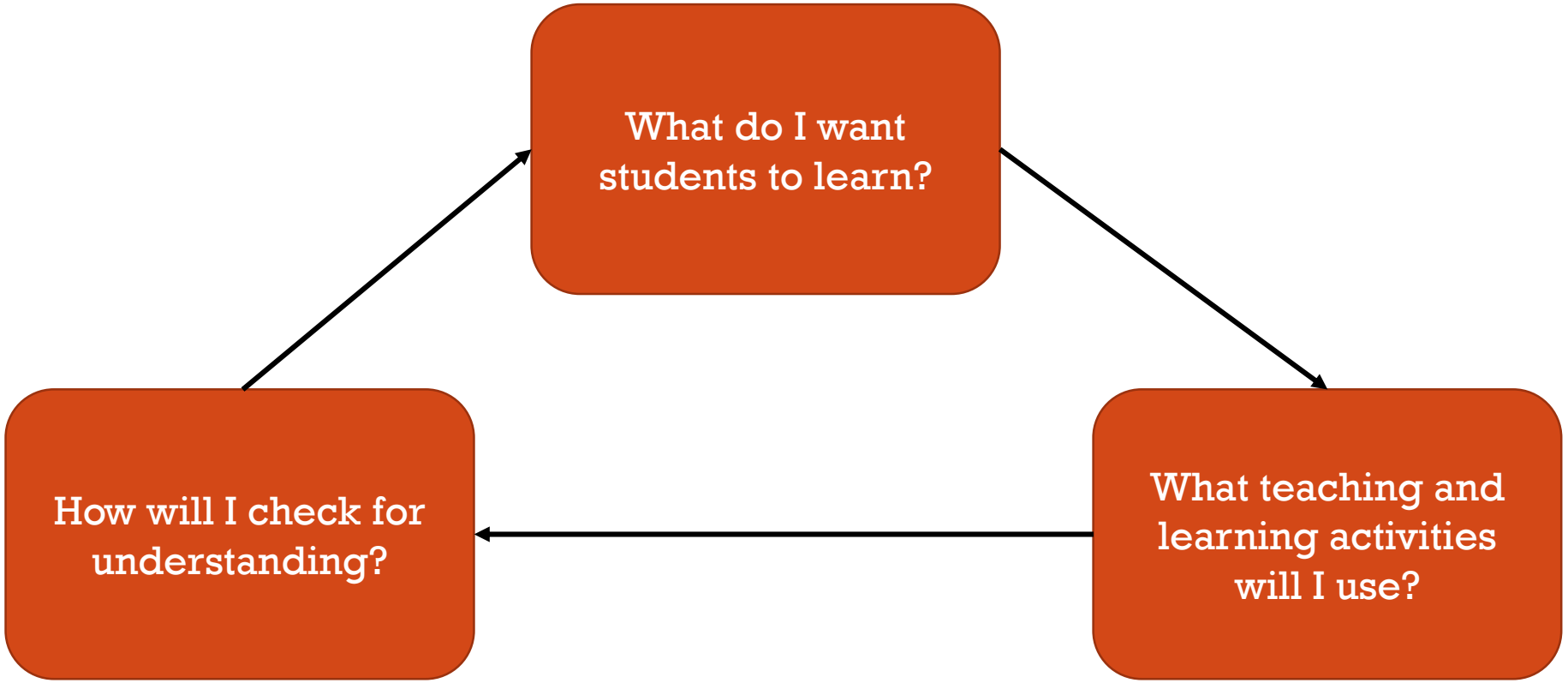
Online

- Access and **absorb the information** provided by the teacher, at own pace
- **Engage** in some form of formative assessment related to pre-class material (understanding) or some form of communicative or collaborative activity
- Added **benefits**: increasing student digital literacy skills, communication and collaboration skills, independent learning

In class

- arrive to class - absorbed online learning content, performed associated online activities
- **take part** in collaborative activities, potentially self-directed learning or assessment work

LESSON PLANNING – A ROADMAP



Before – During – After class

DEFINE OBJECTIVES

- What is the topic of the lesson?
- What do I want the students to learn?
- What do I want them to understand and to **be able to do** at the end of class?
- What do I want them **to get out** of this particular lesson?
- What are the **most important** concepts/ideas/skills I want students to be able to grasp and apply?
- Why are they important?

PLAN ACTIVITIES

- What will I do **to explain** the topic?
- What will I do **to illustrate** the topic in a different way?
- How can I **engage** students in the topic?
- Are there relevant **real-life examples**, analogies, or situations that can help students understand the topic?
- What will students need to do to understand the topic better?

CHECK UNDERSTANDING

- Have students really learnt something?
- Plan questions to ask - check for understanding
- What you will ask the students to demonstrate
- Go back to the list of the learning objectives - which activities can check whether each of those has been accomplished.
- Consider possible types and procedures of assessment

ELEMENTS OF A LESSON PLAN

LESSON PLAN

Name of teacher:

Subject:

Grade:

Topic of lesson:

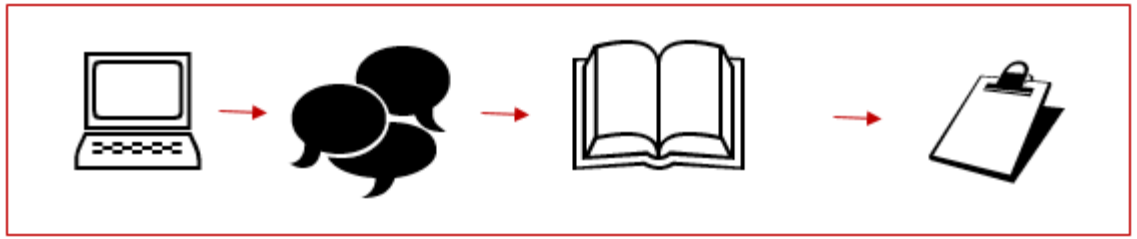
Objective of lesson:

Didactic tasks:

Resources:

Connection to other subjects:

Evaluation methods:



Timeframe	Parts of the lesson	Teaching strategy			Notes, comments
		Methods	Working forms	Tools	

THE OBJECTIVE

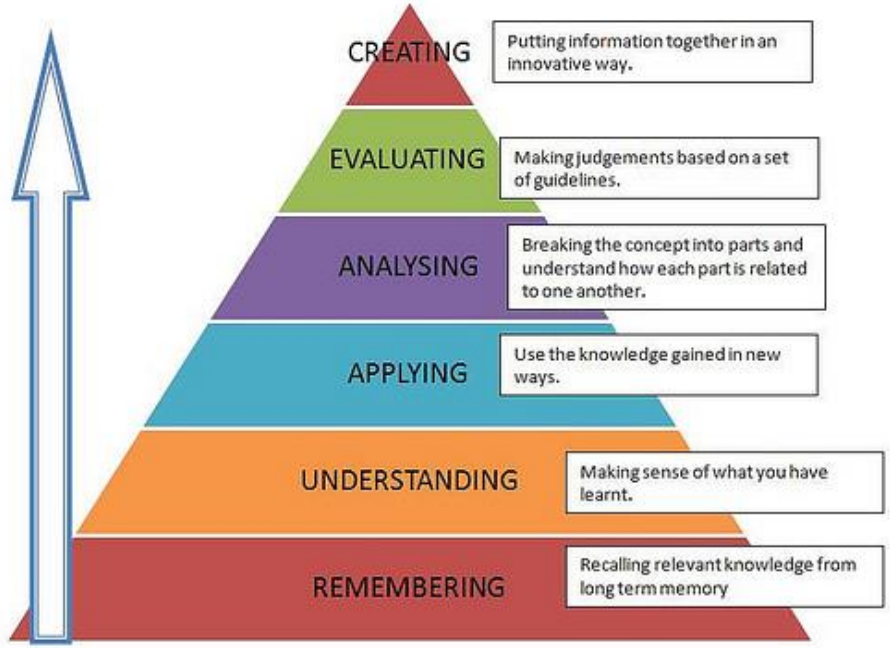
- Expected learning outcome, in a **measurable** way
- Knowledge that should be mastered (e.g. new concepts), competencies to be developed, the achievement level you aim at.
- *By the end of the lesson students will be able to* ***create ……*** .

BEFORE CLASS, Individual

- **Understand** – *summarize, explain, debate, demonstrate…* **Remember** – *define,* ***list****, memorize, repeat, recall…*

IN CLASS (higher order thinking)

- **Create** – *construct, design,* ***create****, simulate, invent…* **Evaluate** – *criticize, judge, review, defend, validate, test, argue…*
- **Analyze** – *compare, examine, relate, categorize…* **Apply** – *use, demonstrate, implement, illustrate, operate…*



Bloom's taxonomy

DIDACTIC TASKS, METHODS, WORKING FORMS

Didactic task	Methods	Working forms
processing new knowledge	story telling	Group work
application of knowledge	frontal explanation	Individual work
repetition	drill and practice	Frontal instruction
classification	discussing home work	Cooperative work
evaluation	checking home work	Pair work
assessment	written assignment	Project work
	learning-by-playing	
	cooperative learning	
	activating prior knowledge	
	explanation	
	discussion	
	observation	
	learning-by-doing	
	project work	
	classification	
	demonstration	
	role play	
	simulation	
	presentation by student	
	debate	

TOOLS

Not only to create pre-class material but to engage students in-class

- introducing a new topic - infographics
- recalling knowledge – mindmap
- common brainstorming - Linoit
- revision - LearningApps, Quizlet, Kahoot, timeline creator, wordcloud
- practice exercises - LearningApps
- summarizing and closing a topic - timeline, infographics, mindmap

Link to collection of digital tools

ASSESSMENT TYPES

- Diagnostic
  - To identify a problem/situation.
  - To **map needs** or possible lack of knowledge. **No grades**.
- Formative
  - Based on **regular** monitoring.
  - Gives feedback to students and the teacher during the activities.
- Summative
  - **At the end** of an activity, to check to what extent the objectives were met.
- Pre-formative (activity of students before classroom lesson)

ASSESSMENT TYPES 2.

Who is taking part in the process?

- Teacher evaluates individual student performance
- Teacher evaluates groupwork
- Student self-assessment
- Student assessment by **peers**

} instructions are needed

- increased student autonomy, responsibility
- learn how to cope with and potential critical comments
- helps to develop social skills

STUDENT-CENTERED ASSESSMENT

- Evaluation is **not only** about tests and grading.
- Information gained also from an **informal discussion**
- Assessment for **development** – learning how to learn
- Monitor the development of a student **compared to herself/himself**, giving regular feedback on her/his progress in the learning process.
- More interaction > by asking questions, the teacher will have **immediate feedback** about students' understanding
- Voting applications (e.g.Kahoot!) - feedback from **ALL** students at the **SAME TIME**

The objective of assessment is to improve the quality of learning.

STUDENT-CENTERED ASSESSMENT 2.

Enable students to

- be able to identify their **own weaknesses**,
- **plan** the necessary next steps and
- take **responsibility** for perfoming them.

Ideally students will

- set up their **own systems** for learning, and
- will make **decisions** regarding their own learning process.

At the same time the teacher can make necessary corrections, amendments in the **teaching process** as well.

USING CHECKLISTS

- Continouos assessment – project work

- presentation to class
- thinking skills
- communication skills
- cooperation
- problem solving skills

Observation by Students

How do we assess a process that goes on primarily inside the brain? Teachers often use checklists to observe student behaviors. The following activity is used to observe thinking, but in this case it is used to help students see and understand their own thinking and the thinking of others.

1. Present the class with a problem to solve in small groups.
2. Hand out the Problem-Solving Checklist and ask each group to review.

Problem-Solving Skills	Comments
Responds positively to complex problems	
Maintains concentration in active environment	
Persists with challenging problems	
Takes a systematic approach to support decisions and conclusions	
Identifies all of the key elements of the problem	
Represents problem in symbols	
Uses equations	
Works backward	
Chooses effective notation	
Makes tables and diagrams	
Builds models	
Simplifies the problem	

- https://www.intel.com/content/www/us/en/education/k12/teach-elements.html
- https://educate.intel.com/download/K12/elements/pba_html/#pbl_m00_l00_a01_s01 (Project-based approaches)

FC SPECIFIC LESSON PLAN

Pre-class creative intro

To stimulate interest, encourage thinking

Associated tasks to check understanding

In-class activities

Active learning (simulation, project method, etc.)

To deepen understanding

Peer assessment

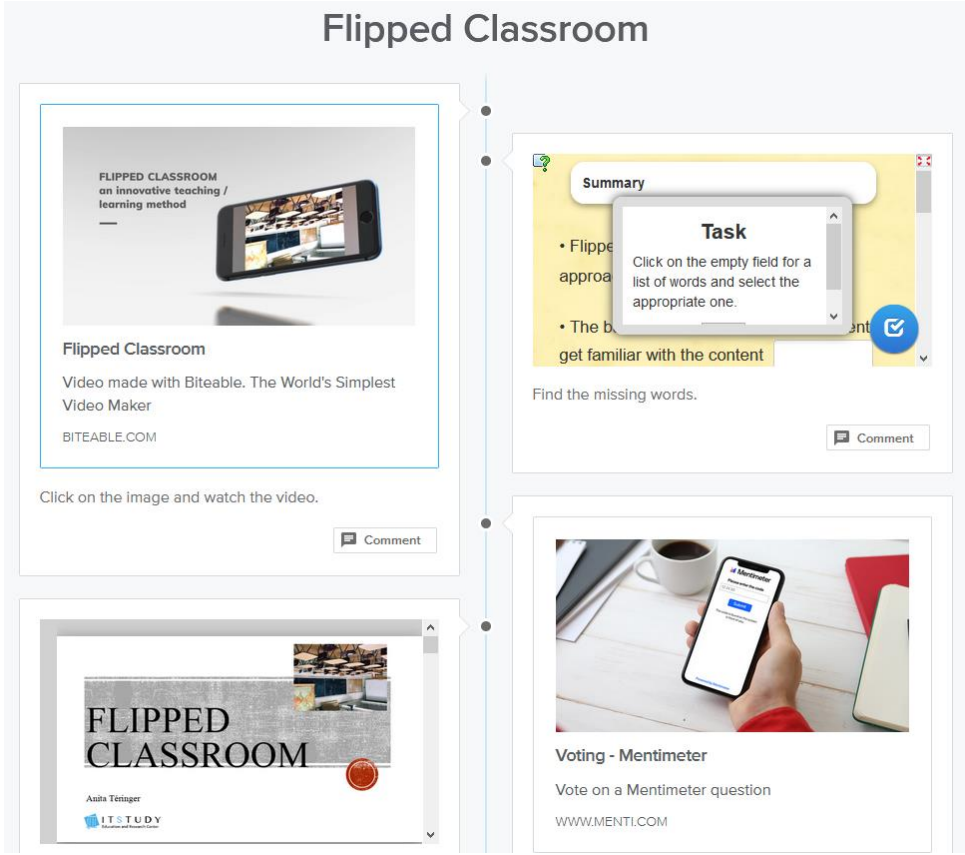
Post class activities

Continue the learning experience

Connect to next lesson

- be flexible – ready to adjust your plans
- focus on what seems to be more productive

SUTORI – STUDY GUIDE, AN EXAMPLE



https://www.sutori.com/story/study-guide-an-example--gr7eSAtUCHjZDyU1EHHRvfiw

Stats: you can see how much time students spent with the activities

ASSIGNMENT 3 – LESSON PLAN

- Prepare you lesson plan – free choice of format
- **Evaluation criteria:**
  - Goals for the lesson are clearly defined – 4 points
  - Pre-class material is connected to activities – 4 points
  - Planned activities adequate for active learning – 4 points
  - Assessment is planned – 4 points
  - Digital tools are used – 4 points
    - Total: 20 points
- Upload **Moodle** platform by **31-Jan-2021**: http://fcr.itstudy.hu/course/view.php?id=14&section=11

gracias	grazie	dzięki
thanks	hvala	köszönöm

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Anita Téringer
anita.teringer@itstudy.hu