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FLI CREATE project
FLipped CREative Awareness Teaching (2019-1-IT02-KA201-063149)
Activity 5.2 Creating context conditions in schools for testing the application of the new
pedagogical flipped classroom approach

Guidelines on organisational changes for the application of Flipped Classroom pedagogy

(Activity A5.2)

Disclaimer

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Introduction

In the project it was expected to implement the activity A5.2 named “Creating context conditions in schools for testing the application of the new pedagogical Flipped Classroom approach. The organizational changes for the application of the FLIPPED CLASSROOM were implemented in order to create the conditions for an effective pilot test.

Before and during the implementation of the Flipped Classroom the school partners detected the encountered organizational obstacles. These obstacles were connected with:

- the law and/or regulations,
- the organization rules of the schools,
- the organizational culture of the school
- the pedagogical approach of the school
- the professionalism of the teachers
- etc.

Each school partner described in summary the organizational obstacles that they encountered and the *effective* solutions they conceived and implemented to overcome the obstacles. These Solutions constitute Guidelines for an effective implementation of the Flipped Classroom approach.

They described also obstacles related the COVID. It is a special cause, not ordinary but it could be very useful to keep in mind the adopted solutions.

In summary they described the context conditions that who would like to implement the Flipped Classroom approach have to “generate” to be effective.



The Guidelines on the organizational obstacles and on the organisational solutions to be implemented

Here follow the Guidelines for each Organizational obstacles encountered and on the Organisational Solutions to be implemented

Organizational obstacles	The implemented solutions
A pandemic situation that, sometimes, has made difficult to organize the work.	The organization of the lessons has been managed thanks to the use of IT tools used to do distance teaching.
Entry skills, in some students, were lower than they should have been.	It took more time to level the skills
Time to prepare and manage a FC lesson.	Time was saved by using the resources made available in the repositories of the publishing houses (concept maps, videos, etc.)
Possible alternation or replacement of some teachers of the class council.	Intensive training, full immersion of the new teachers.
Physical learning environments, the computer labs already occupied by classes other than ours during curricular hours.	Widespread organization of the schedules of the classes involved in FC, so that the laboratories could be used without problems.
Availability of digital resources available to some students for flipped activities, such as the absence of devices at home or WiFi connection difficulties.	Encourage requests for devices on loan for use; open the school laboratories in the afternoon in agreement with the principal; use of library with computer stations.
Difficulty in managing the work at home by only some pupils without the teacher's guidance.	Encouraged students to use an innovative didactic method, trusting themselves more, be more autonomous and aware of their learning, reducing their fear and lack of esteem.



Organizational obstacles	The implemented solutions
<p>Habit of some teachers to make exclusive use of the frontal lesson.</p>	<p>The teacher improved their listening skills encouraging all the students to a more autonomous production and for a more informed learning.</p>
<p>At the beginning of this experimental process, some families did not appreciate the idea of the FC and intensive use of devices of their children at home.</p>	<p>During a meeting with families, teachers have explained the advantages of this innovative pedagogical approach, which focuses on greater involvement of students to make them responsible and more autonomous.</p>
<p>Some of the classrooms are too small and there is little space for making arrangements for group work. Few of them are furnished with flexible single desks for different arrangements.</p>	<p>One part of school (separate building) has well equipped classrooms, but further investments need to be done to provide more flexible single-desks for other classrooms</p>
<p>IT equipment – Despite having computers and projector, there have been many disturbances/interruptions such as a projector not operating, no sound, slow internet connection. Continuous maintenance is mandatory, but the person in charge is available only two days per week.</p> <p>Due to covid pandemic students stay in the same classroom and teachers move around and don't have time to prepare for the lesson.</p>	<p>Teachers should teach in one classroom all the time and take care of the equipment, they would have control over the devices.</p> <p>Students should move from one classroom to another. Teachers would save time by logging in different online platforms at the beginning of the day, preparing all the materials, activities for the day.</p> <p>It was impossible because of covid pandemic</p>
<p>Students and teachers' absence because of covid. They got sick.</p> <p>Some teachers quit and new were included, which took time to inform them about the project and also helped them to take an active part.</p>	<p>We helped ourselves with a lot of improvisation.</p> <p>The learning materials were accessible on the Moodle platform. Implementation phase took longer time as it was planned.</p>



Organizational obstacles	The implemented solutions
We have a computer classroom available but with limited time as it is occupied by other teachers as well.	Students were asked to bring their laptops to classes. Careful planning and good organisation was necessary to carry out the activities.
Completing teacher and student questionnaires was difficult to gather the right number of participants, because they did not see the point, they did not meet them before.	We explained their task, we talked several times about the points during meetings. We showed them the great opportunity to get to know this method, learn and move forward.
Most of the students did not want to be in the photos, so we had to rearrange the rooms and take photos of them from behind so that their faces were not visible.	We rearranged the rooms, took photos so that their faces were not visible, then we re-arranged the rooms.
It was difficult to gather colleagues for teacher training, only 4 people volunteered.	The director has appointed the other members of the board to the task.
It was difficult to motivate colleagues who did not apply voluntarily.	We helped them with each task, we showed them how to create the given part of the task and where they could find pieces of information.
Teachers have different schedules, it was difficult to reconcile the joint discussions.	We started after the lessons, stayed until the evening, and suggested several appointments to choose from. In some cases, we held the same meeting several times.
Most teachers are in favor of frontal education and we found it difficult to convince them of the importance of digital education.	We talked about the importance of digital education during every meeting, motivating them with our own video tutorials. We have held mini-demonstrations on a number of occasions about applications that can be used to create curriculum
Covid	Teachers were forced to develop themselves and adapt to online teaching. As a result, more people have become interested in the various digital options.



Organizational obstacles	The implemented solutions
<p>Because of Covid, it was more difficult for us to meet and arrange online appointments with the teachers involved in the training.</p>	<p>We kept in touch via school platform and tried to negotiate several times until we have succeeded.</p>
<p>Few teachers know English.</p>	<p>We translated the topics, the tasks to help them.</p>
<p>It was difficult to find participants for the online trainings.</p>	<p>We, as project partners, participated in each training and recruited the ones we have just found at the school. We later informed the other participants.</p>
<p>Group assignments were not clear for the colleagues; why these new methods were useful in their teaching field or how to apply these during vocational classes.</p>	<p>We tried to find common aims and as professional teachers, we showed the use through examples.</p>
<p>The Slovenian method, which we added the not-so-popular concrete topic to, caused us difficulties as well, because we could have got to the point through many, many pages and extra lessons but those are not part of our curriculum. It does not fit in.</p>	<p>We did not try this method.</p>
<p>Because of Covid, it was difficult to discuss the situational video related to the method of creativity with students and find people who speak English well.</p>	<p>We promised them extra grade 5 and they got chocolate. 😊</p>
<p>The difficulty of creating lesson plans. Which template to use to be consistent across partner countries.</p>	<p>We prepared it several times until it was decided which one was right.</p>
<p>The majority of the teachers taking part in the training were professional teachers, but due to</p>	<p>Multiple warnings, organization of multiple consultations, individual assistance.</p>



Organizational obstacles	The implemented solutions
local and vocational specificities, they were overtime. (Advent, Christmas)	
Students did not understand what the pilot test is all about, why they should have to fill in a questionnaire in advance and afterwards.	We explained to them the whole process and what they would learn from it.
There was a winter break while the classes were being held, so there was a slight delay.	We tried to agree with everyone separately when they would hold their lessons and helped with their work.
Not every student checked the pre-relieved curriculum on time.	We warned them several times before the class and provided opportunity to watch it during the break just before the lesson.
Internet connection was interrupted or slow.	The school provided Wi-Fi.
There were some students who did not have any digital devices.	The school provided tablets for that period.
After the lesson, the students did not understand why they had to fill in the questionnaire again	We explained them again.
It was difficult to beg for the teachers' assessments.	We informed them several times about the importance of that and its role in the project
The trip to Lodz falls during the exam period, which made it difficult to select teachers.	We have requested an official notification / invitation about the program
There are few usable digital learning materials for vocational lessons on the Internet. They are mostly in English.	We helped find them and made new ones.



Context conditions in some school partners

Here follow some information related special context conditions on some school partners. It can help to understand in depth how the context differences can guide the schools to take the proper organizational decisions.

Context conditions in some school partners

The **Technical Institute "Tito Acerbo" of Pescara** offers to the students a clean and well-organized physical environment of the classroom which certainly favoured the ideal working climate and positive relationship between teacher-pupils and among the pupils themselves. It also has well equipped laboratories, which allowed to carry out and organize lessons based on the **FLIPPED CLASSROOM** methodology without problems. In fact, the FC teaching strategies have developed in the students the feeling of being the actors of their own learning, moving properly in the classroom, interacting in groups and organizing some dynamic activities in these spaces. Moreover, all that has created a relaxing atmosphere where all the teachers assumed a “facilitating role” using teaching strategies centred on the single student.

We proposed our students active school contexts, organized for the didactic learning, and the ways teachers could teach considering social, emotional and moral aspects that affect students' motivation to learn.

Another important aspect we would like to underline has been the particular conditions due to the pandemic situation we have been facing.

We tried to reach our goal by capturing students' attention also with distance learning and how to manage the use of technological tools, such as:

- Watch the webcam. ...
- To devise new forms of involvement.
- Use and watch videos
- Focus on images
- Create suspense
- Ask questions
- Use properly the smartphone

All the ten teachers involved in this project have created a supportive educational climate necessary for a school's context shapes which represents the core processes of teaching and learning in classrooms.



In **GEPS Piran** the teachers that are taking part are the ones who want to experiment with new teaching methods/approaches and who are interested in growing professionally. Our school is open to new strategies of how to improve the quality of teaching. Moreover, we have a full support from the principal and we haven't encountered any obstacles regarding rules and regulations of school. Sometimes it is challenging because our school is involved in many projects, our teachers are very busy, thus, good and efficient coordination is essential.

In **Magyula School** it is very difficult to find participants as partners in Erasmus projects. The same 2-3 colleagues are always enthusiastic, the others only see the extra tasks and work, and they think it makes no sense because everyone is still quite busy. Lack of foreign language skills often complicates the situation. Many times, even extra earning is not motivating. They often refer to why old-fashioned methods need to be changed, if the student was not interested in learning would not learn with the help of digital opportunities, but the ones who want to learn they could study anyway.

Moreover, there are no devices, no normal internet connection, no proper conditions in lots of homes. After that, it was hard to motivate them, we often did. We told them every time why it was crucial and why that was important to move forward with digitalization.

The Covid helped us with that because they were forced to improve themselves. We held several meetings where we explained to them how they could motivate students to use new learning methods. Even if it is harder to convince teachers, sometimes it succeeds, and then it was easier to motivate students.

We found that students are much more open and they enjoyed the opportunity to use digital devices in class to learn about a wide variety of playful forms of studying. There were students who attended several FC lessons during the current course, and as the time passed by, the proportion of those who watched the pre-loaded materials has increased.

The FC method is not unknown to the Teachers of Magyula, but for the current course we have chosen those who have not used it yet. Because of that, it was also new to them and they were more interested. The method itself has been described and presented several times, illustrated through examples, and previous positive results have also been presented. It is not a prerequisite for the FC method to make their own video / curriculum, but many people were frightened of it. The applications and programs which can be used for free are in English, so, many teachers were scared of the task.

There are many very simple video editing programs that have attracted more interest, and many participants have used similar ones.

We started the project at the time of Covid, so they were able to use the FC method at other lessons. By the end of the project, most of the students could be involved in the mysteries of video editing, they made good quality materials, they enjoyed being able to do their homework in the form of a video, or even make a presentation.



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