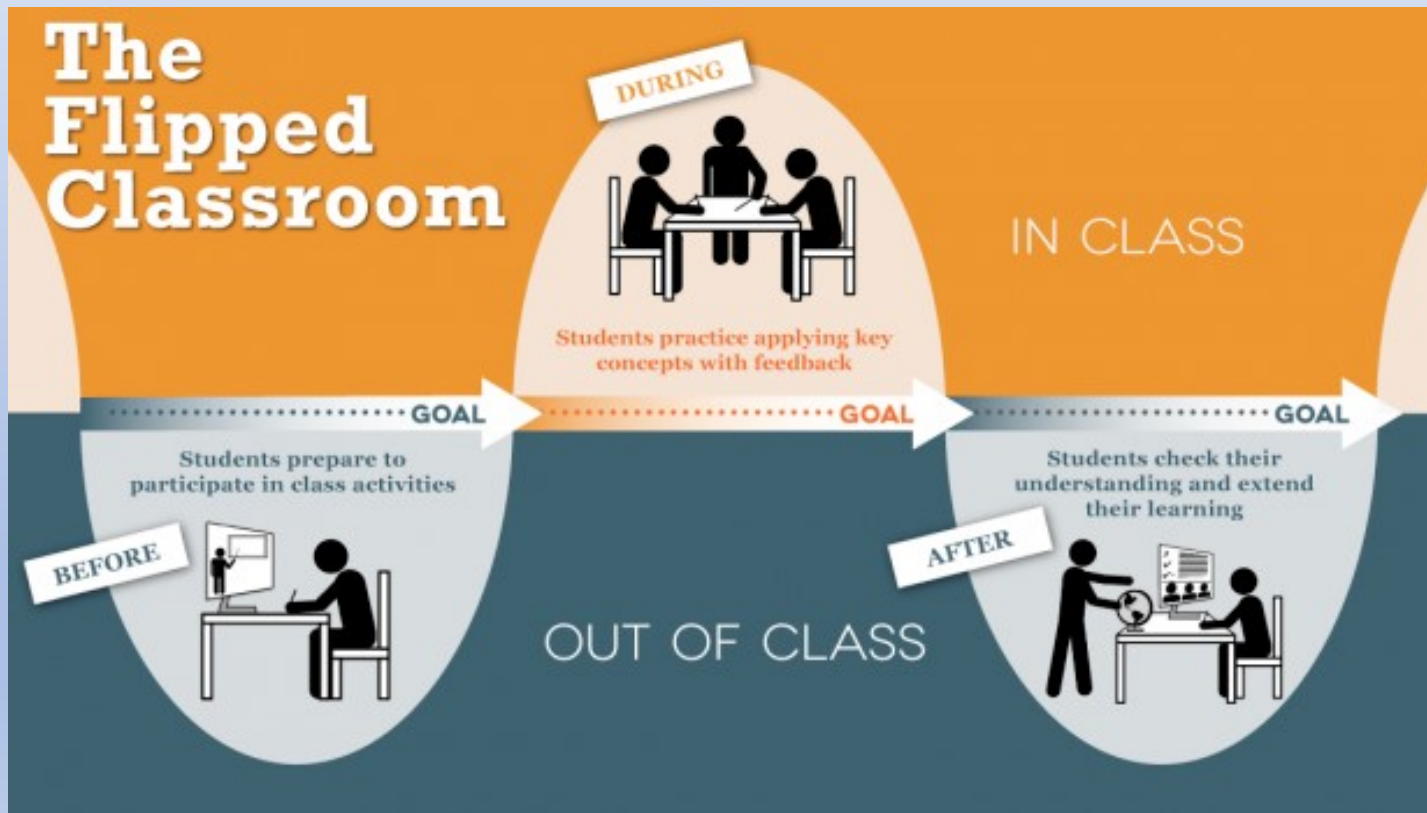


National Virtual Colloquium

Good Practices and Lessons Learned for Resilience and Sustainable Professional Development

Webinar Current Trends in English Language Teaching

FLIPPED CLASS AS AN ALTERNATIVE IN TIMES OF CONFINEMENT



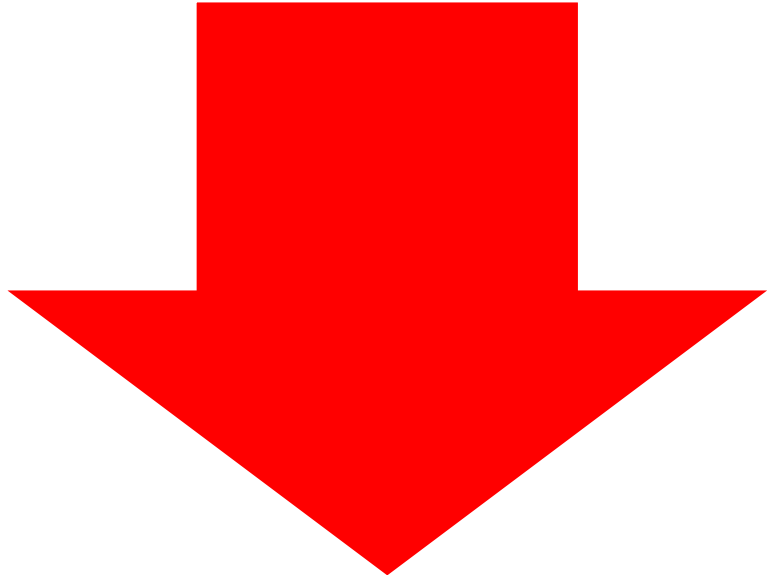
Alejandro Armentero Reboredo, MsC.

Adrian Abreus González, PhD.

Yaneidys Maya Rosell, MsC.

Daniel Cima Mesa, MsC.





Flipped classroom:

- The teacher is a guide on the side.
- The teacher is a supporter; he works with students throughout the session.
- The students are active to create their own knowledge.



Traditional classroom:

- A teacher sage on the stage.
- The teacher is a lecturer.
- The students are passive and most of the time consumers.

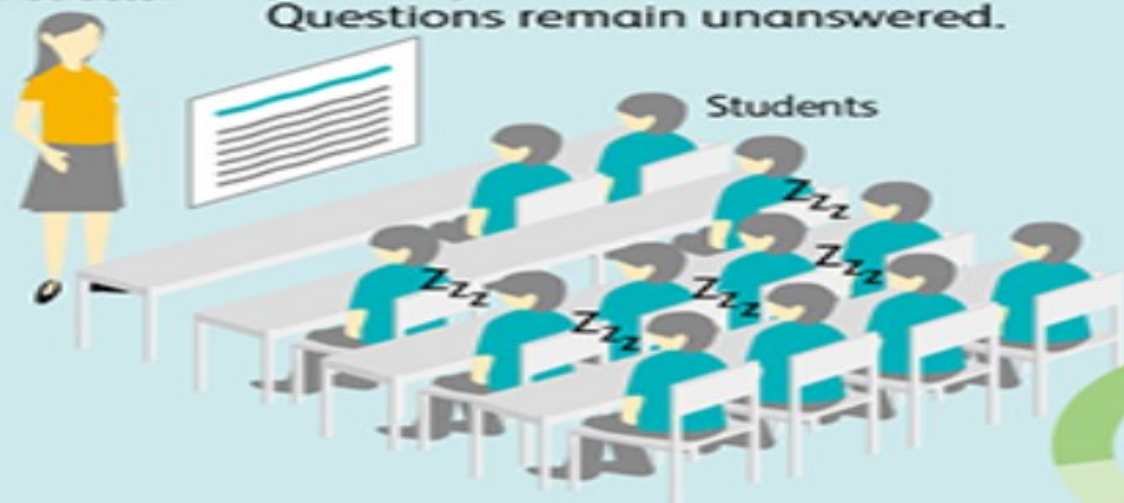


Conventional classroom

Classroom: One-way lecture

Instructor lectures and students passively absorb information. Questions remain unanswered.

Instructor



Students

At home: Exercises, etc.

Students don't spend enough time preparing and reviewing at home, although this is included in calculation of credits.



Flipped classroom

At home, etc.: Listen to lectures online

Students absorb information in advance and prepare questions for class.



Using tablets ...

Students



Taking notes

Using PCs ...



Students

Taking notes

Using smartphones ...



Students

Taking notes

Flip

Classroom: Practicum and discussion

Students deepen their understanding through Q&A, practicum, collaborative learning, and student-led active learning.



Instructor

The four pillars of flipped learning

F

- **flexible environment:** educators must create a flexible atmosphere where students learn and interact with one another.

L

- **learning culture:** students are given the opportunity to learn from one another and from the teacher.

I

- **intentional content:** teachers determine what they need to teach and what materials students should explore on their own.

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, assessing their work. Professional educators are reflective in their practice, connect with each other, accept constructive criticism, and tolerate controlled chaos in the classroom.

Confinement during Covid-19 forced teachers to implement new strategies to convey knowledge. The course History and Culture of the English Speaking Peoples turned to this approach with the 12 students in the 3rd Year of Teacher Training.



Course materials were introduced outside of class, and in-class time was re-purposed for inquiry, application, and assessment in order to better meet the needs of individual learners.



Materials as readings, pre-recorded video lectures (using technology), or research assignments



In-class activities involved helping students work through course material individually and in groups, among other active learning strategies for students to gain practice applying knowledge gained prior to class.

Conclusions

- A didactic methodological planning for the application of flipped learning is possible, adapting the activities according to the learning outcomes of the curricula and applying ICT.
- Students prefer this approach to traditional classes.
- Students perceive that they learn more and better, hence increasing the quality of their grades.
- By using this way of transmitting information and generating knowledge, it is possible to foster autonomy in student learning and to develop the necessary professional skills.
- Internet and concept maps are resources to be taken into account to implement this way of developing the teaching-learning process.
- The Internet constitutes a considerable alternative to innovate in higher education, assigning new roles to students and professors.