

@cochranetrain
#cochranetrainersweek
training@cochrane.org

Ask the expert

Question:

7. Can you explain how trainers can use flipped classroom approach? (What is meant by this? What are the benefits? What kind of approaches can be taken? Any pitfalls or times not to use? What are tools / techniques for providing pre-learning materials? What are tool / techniques for running flipped sessions themselves (exercises, embedding learning)?)

Generally speaking, the flipped classroom approach shifts instruction to a learner-centered model. Students are asked to make use of educational technologies such as videos, online resources, readers, journals etc. to learn about content outside the “classroom” prior to their workshops or lectures. Students can then benefit from this approach as they can work on the same topics in greater depth in class which creates meaningful learning opportunities. In a flipped classroom, content delivery may take a variety of forms. Often,

- **video lessons** prepared by the teacher or third parties are used to deliver content, although
- **online collaborative discussions,**
- **digital research,** and
- **text readings** may be used.

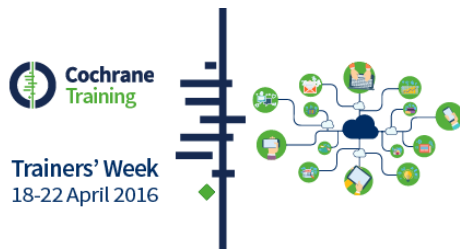
Flipped classrooms also redefine in-class activities. In-class lessons may include practices, to engage students in the content such as

- original document analysis,
- debate or speech presentation,
- current event discussions,
- peer reviewing,
- project-based learning, and
- skill development or concept practice.

Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher-order thinking skills such as problem-finding, collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teachers/lecturers.

However, I would not advise you to count on your students doing any of the tasks you set prior to the workshop if they can still take part in the training no matter they fulfil the tasks or not. Therefore, it might be helpful to allow only those to participate that have completed their pre-learning activities or passed an entry-test.

Otherwise, you may risk that all your additional learning materials are not considered.



@cochranetrain
#cochranetrainersweek
training@cochrane.org

Here is some more information:

<https://net.educause.edu/ir/library/pdf/eli7081.pdf>

<http://www.uq.edu.au/teach/flipped-classroom/what-is-fc.html>

Answered by: Susanne Czachs (<http://www.die-bildungsberater.at/>)