

Seminario ANILS

The Flipped Classroom

Lunedì 19 ottobre 2015

Istituto Salvemini – Duca d'Aosta

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to flip (verbo regolare): rovesciare, capovolgere
espressioni comuni che ci riguardano:

- **flip-teaching** - l'insegnamento capovolto,
- **flip-learning** - l'apprendimento capovolto
- **flip your classroom!** - ovvero "capovolgi la classe!" per creare
- **a flipped classroom** – un'aula capovolta

e NON 'flipper'

(= pinna di un delfino/balena; pinne per nuotare)

- usato in un articolo a firma Massimo Russo apparso in La Stampa, 28/09/2015: «[la flipper class](#)»

false friend – l'italiano 'flipper'

in inglese si dice pinball machine



Traditional Classroom



+



- Instructor prepares material to be delivered in class.

- Students listen to lectures and other guided instruction in class and take notes.

- Homework is assigned to demonstrate understanding.

Flipped Classroom

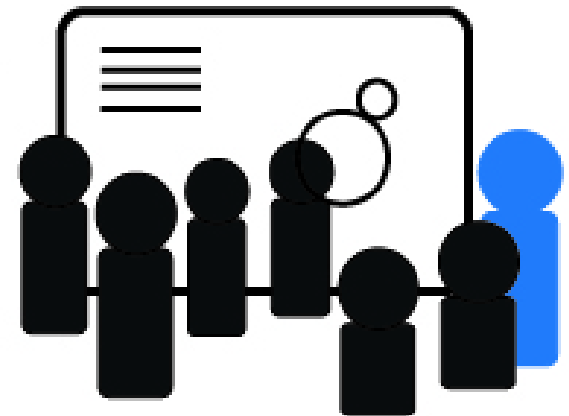


- Instructor records and shares lectures outside of class.

- Students watch / listen to lectures before coming to class.

- Class time is devoted to applied learning activities and more higher-order thinking tasks.

- Students receive support from instructor and peers as needed





<https://youtu.be/iQWvc6qhTds>

Insegnamento capovolto - Da Wikipedia

In ambito educativo, con **scuola capovolta** o **insegnamento capovolto** o **classe ribaltata** ci si riferisce a una forma di apprendimento ibrido che ribalta il sistema di apprendimento tradizionale fatto di lezioni frontali, studio individuale a casa e interrogazioni in classe, con un rapporto docente-allievo piuttosto rigido e gerarchico.

L'insegnamento capovolto nasce dall'esigenza di rendere il tempo-scuola più produttivo e funzionale alle esigenze di un mondo della comunicazione radicalmente mutato in pochi anni. La rapida mutazione indotta dalla diffusione del web ha prodotto un distacco sempre più marcato di una grande parte del mondo scolastico dalle esigenze della società, dalle richieste del mondo delle imprese e dalle abilità e desideri degli studenti e delle loro famiglie. Si è osservato anche che gli interessi degli studenti nascono e si sviluppano, ormai, sempre più all'esterno dalle mura scolastiche. L'insegnante trova sempre più complesso sostenere l'antico ruolo di trasmettitore di cultura perché il web si presta per tale scopo in modo molto più completo, versatile, aggiornato, semplice ed economico. L'insegnamento rovesciato risponde a questo stato di cose con due strumenti:

- un lavoro a casa che sfrutta appieno tutte le potenzialità dei materiali culturali online
- un lavoro a scuola che consente di applicare, senza ristrettezze temporali, una didattica laboratoriale socializzante e personalizzata.

Ufficialmente, i primi esperimenti sono stati condotti negli anni novanta da Eric Mazur, professore di fisica presso l'Università di Harvard.

Oggi questo metodo è usato per esempio dalla Khan Academy

(http://www.ted.com/talks/salman_khan_let_s_use_video_to_reinvent_education)

che da agli studenti la possibilità di seguire dei videotutorial da casa su Youtube e sono disponibili online anche degli interi corsi universitari come su Coursera (corsi offerti della tipologia MOOC - *Massive Open Online Course*) o interi corsi per

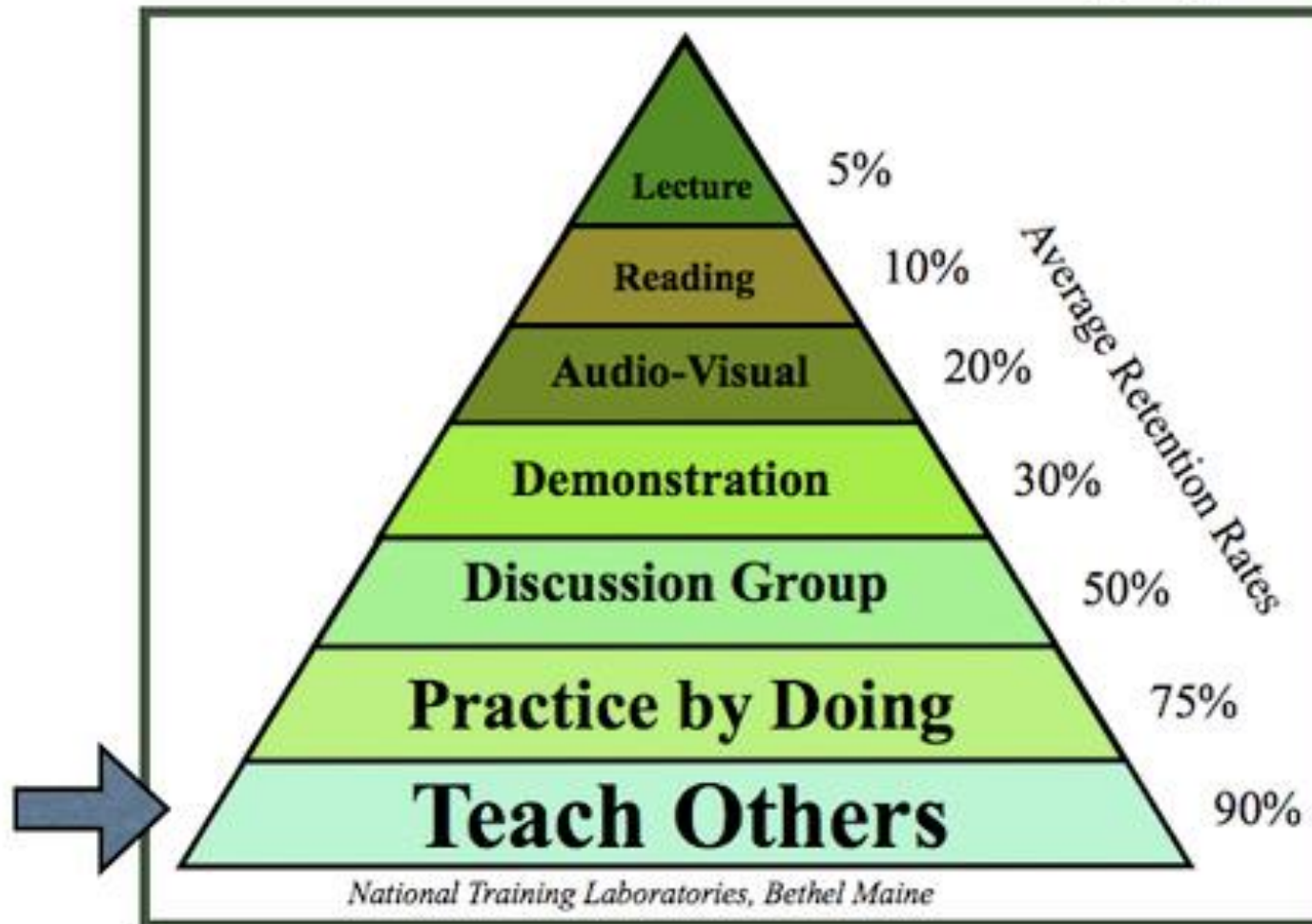
materia della scuola superiore italiana come su <http://www.tvscuola.it/>

I veri fondatori della didattica capovolta sono generalmente considerati Jonathan Bergmann e Aaron Sams, autori del libro “Flip Your Classroom: Reach Every Student in Every Class Every Day” edito negli Stati Uniti nel 2012. A partire dal loro manuale e dai siti web della loro associazione, il flipped learning sta crescendo in modo esponenziale in tutto il mondo.

In Italia nel 2014 è nata FLIPNET l’associazione degli insegnanti che praticano la didattica capovolta, facente riferimento al sito <http://flipnet.it/>



The Learning Pyramid



Che cosa fa l'insegnante di una flipped class

- Appena arrivato in classe comunica il programma della giornata ed esplicita gli obiettivi da raggiungere
- Verifica il livello di comprensione dei contenuti studiati in autonomia (pre-requisiti)
- Adotta – se serve – un momento di istruzione frontale, per esempio per sintetizzare o riprendere elementi poco chiari
- Sostiene gli studenti in attività collaborative e cooperative in qualità di esperto della materia e coordinatore dei gruppi
- Guida la classe nella creazione di prodotti originali, anche digitali, che siano applicazione delle teorie
- Individualizza il feedback e predisporre piani personali per attività di recupero o approfondimento
- Promuove la dimostrazione pubblica della padronanza di fronte alla classe e incoraggia la diffusione online di ciò che i ragazzi producono

LA DIDATTICA “CAPOVOLTA” di Fabio Serenelli

<http://is.pearson.it/magazine/la-didattica-capovolta/>

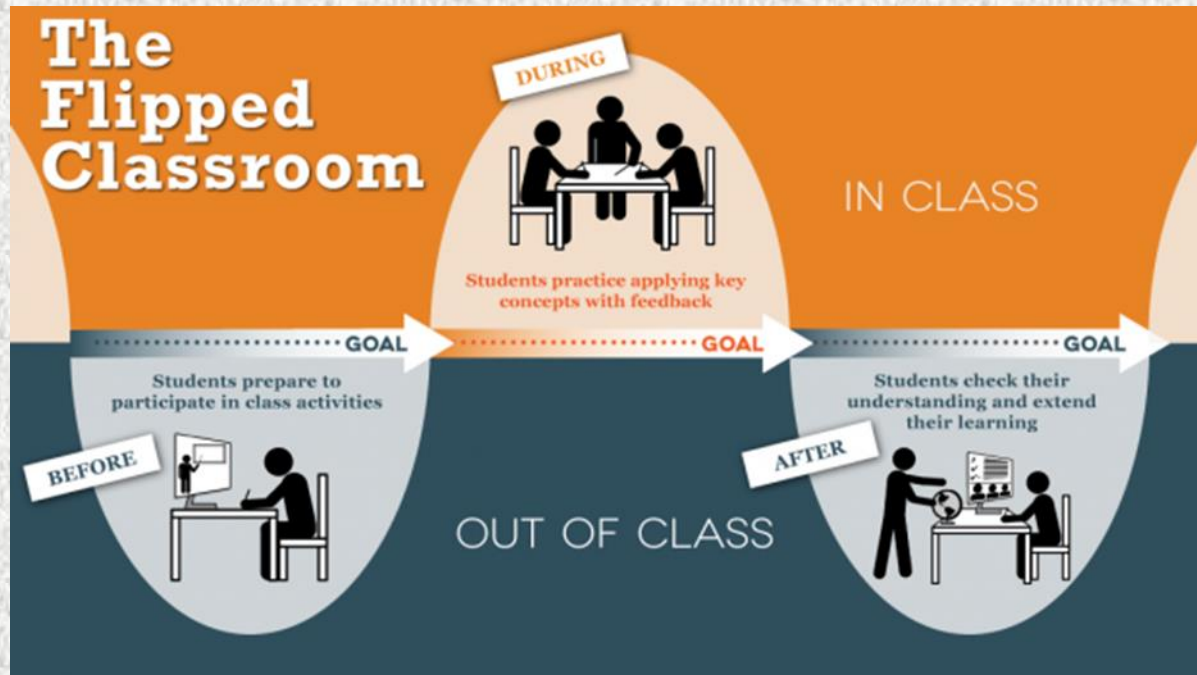
Vantaggi

PER LO STUDENTE

Assume il controllo del proprio apprendimento. Guadagna tempo: segue le lezioni dove vuole e quando vuole, quante volte vuole e al proprio ritmo. Nell'applicazione dei contenuti è sostenuto dal docente e dai compagni. Aumentano gli scambi con il docente e i compagni.

PER L'INSEGNANTE / TUTOR

Aumenta il controllo della didattica. Guadagna tempo: registrando le videolezioni può riutilizzarle di anno in anno e in ogni classe. Evita la monotonia. Può verificare in tempo reale i progressi dei singoli. Conosce meglio i bisogni dei singoli studenti.



Advantages of Flipping

Promotes peer
interaction and
collaboration
skills

Makes
learning
central,
rather than
teaching

Fosters
independent
learning

Encourages
higher
student
engagement

Provides
increased
individualized
attention

Outside Class

Teacher prepares content

- Videos
- Podcasts
- E-learning
- Documents/books



In Class

- Teacher as a coach/enabler
- Assignments
- Project based activities
- Hands on processes
- Interactive Questioning
- Learner content creation
- Independent problem solving
- Content and idea exploration



Outside Class

Student learns

- View/read content
- Review
- Concept exploration
- Prepare questions



In Class

- Personal projects
- Evaluation and feedback
- Resolutions
- Confirming learning objectives



Pros

Cons

Students no longer struggle with challenging concepts alone outside of class time.

Making sure every student has a computer and Internet access.

Students can skip parts of the lesson they already understand and re-watch new or challenging ideas.

Students cannot ask questions for clarification during a recorded lesson.

Applied learning in the classroom.

Technology issues.

Differentiated instruction.

Designing and grading frequent quizzes.

Students are given ownership and responsibility for their own learning.

Students have trouble “buying in” to instruction, especially when it is not created by the instructor.

Students come to class prepped and ready to learn. No down time.

Determining how to handle students who do not complete the homework video.

Videos include links for deeper thinking and further learning.

Creating or finding quality videos for each lesson.

Teacher can spend class-time working one-on-one or in small groups with students.

In-Class Flip in primary/middle schools (= Easy Flip!)

Modifying the Flipped Classroom: The "In-Class" Version by Jennifer Gonzalez
<http://www.edutopia.org/blog/flipped-classroom-in-class-version-jennifer-gonzalez>

Advantages

- **The teacher can observe whether students are really watching.** When attention starts to stray, the instructor can get students back on track right away. To boost accountability even more, try a platform like [Educanon](#), which allows you to embed any video into an online multiple-choice assessment that you create yourself.
- **The initial exposure to the video content has a better chance to sink in.** The teacher can answer questions with more immediacy. And for students who struggle, the instructor can send them directly back to the video for a refresher.
- **Hardware is (presumably) safer.** There's less risk of a device getting broken or lost if it remains in the classroom.

Challenges

- **It doesn't make for tidy one-period lesson plans.** With short daily class periods, you won't be able to do a single-day flip. You need enough stations to provide work for students who haven't seen the video and some for those who have. That kind of rotation takes time. The discussion forums on the [Flipped Learning Network](#) offer great ideas and advice.
- **More preparation is required at the beginning.** Setting up and fine-tuning stations -- not to mention recording videos -- takes time, so start slow. Once you've been flipping for a few years, you'll have stations and videos that can be recycled.
- **Technically, you don't "gain" more class time.** Because the traditional flip moves the direct instruction outside of school hours, there is more time for classwork. The In-Class Flip can't do this. But think about those cases where traditional flipping results in unevenly prepared classes -- in these scenarios, the teacher has to catch up students who didn't do the home viewing, so the net gain may ultimately be pretty low.

<http://flippedclassroom.org/>

free professional sharing, help and resources (in English)

flipped learning community

A professional learning community for educators using flipped learning.

[MAIN](#) [MY PAGE](#) [FORUMS](#) [MEMBERS](#) [GROUPS](#) [VIDEOS](#)

LATEST ACTIVITY



Rob Pusch replied to Margaret FalerSweany's discussion [Can you flip a college class?](#)

"I work with faculty in Higher Ed on flipping classes. One in particular I worked on was a Learning Strategies course (I am in the School of Education) that meets twice a week. The biggest struggle

FLIPPED LEARNING COMMUNITY

Welcome to the Flipped Learning Community,
the original online community of practice FOR and BY Flipped Educators!

Want to Join? Send a request now. (Approval may take 24-48 hours; we check each request to keep out spammers.)

Already a Member? Once approved, update your profile on My Page, jump into a discussion in the Forum section, and find a couple of Groups to join. You get what you give! Occasional newsletters are sent to members.

Welcome to
Flipped Learning Community

[Sign Up](#)
or [Sign In](#)

Or sign in with:



FLIPPED LEARNING NETWORK

If you would like to submit your Flipped Content Videos to share with teachers we encourage you to go [HERE](#) and share your videos. At this site you can also view flipped videos sorted by content and grade level.

VIDEOS



The Basics of Making Engaging Flipping Videos

Added by Jonathan Thomas-Palmer



8 "Don'ts" for Making Engaging Flipping Videos

Added by Jonathan Thomas-Palmer



9 "Dos" for Making Engaging Flipping Videos

Added by Jonathan Thomas-Palmer

+ Add Videos

[View All](#)

GROUPS



Elementary (Grades K-6)

322 members



Flipped Learning Research

164 members



Mastey Learning

464 members



Middle School

624 members



First Time Flippers

1497 members

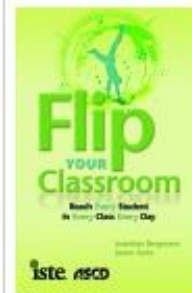
[View All](#)

July 13-15, 2015. East Lansing, Michigan

FlipCon14

You can still purchase the virtual archives for FlipCon14. Click [HERE](#) for more information.

Jon and Aaron's Books on the Flipped Class by clicking on the cover.



This Ning site is provided by the Mathematics and Science Teaching (MAST) Institute at the University of Northern Colorado.

www.zondle.com



create, play and share games
to support teaching, learning and assessment

any subject, any level, any language, anywhere



share
content



buy
premium content



coming soon
subscribe
for premium functionality



teaching games



consolidate learning



assessment



leaderboards



zollars



student games



revision



monitor students



behaviour rewards



mobile

TinyTap, Create interactive lessons & games

By TinyTap Ltd.

Open iTunes to buy and download apps.



Be a Maker!

Turn your ideas into fun learning apps: teach something, tell a story, make someone smile!



Search All Ages

ENGLISH BONANZA

Featured

See all



Yogev Shelly 4+



Jamie 3+



Hazel Ed

Popular

See all



Google's latest educational tool, [Google Classroom](#), a great addition to the [Google Apps for Education](#) family.

The screenshot shows a Google Classroom interface for a class titled "M4 Basic Biology Semester 1 Ecology". The header features a background image of hippos in water, the teacher's name "Adam Bodley-Tickell", and options to "Select theme" and "Upload photo". Below the header is a navigation bar with "STREAM", "STUDENTS", and "ABOUT" tabs. The main content area is divided into several sections: "UPCOMING ASSIGNMENTS" (No upcoming assignments), a "Share with your class..." input field, a filter menu for "DRAFT (1)", and a list of assignments. The first assignment is "#007 Data analysis activity" by Adam Bodley-Tickell, due on "JUN 9, 10:00 AM". The date "13" and "15" are displayed in large boxes, and a help icon is visible in the bottom right corner.

M4 Basic Biology Semester 1 Ecology

Adam Bodley-Tickell

Select theme
Upload photo

STREAM STUDENTS ABOUT

UPCOMING ASSIGNMENTS
No upcoming assignments

Share with your class...

Announcement Assignment

STREAM
Show deleted items

DRAFT (1)

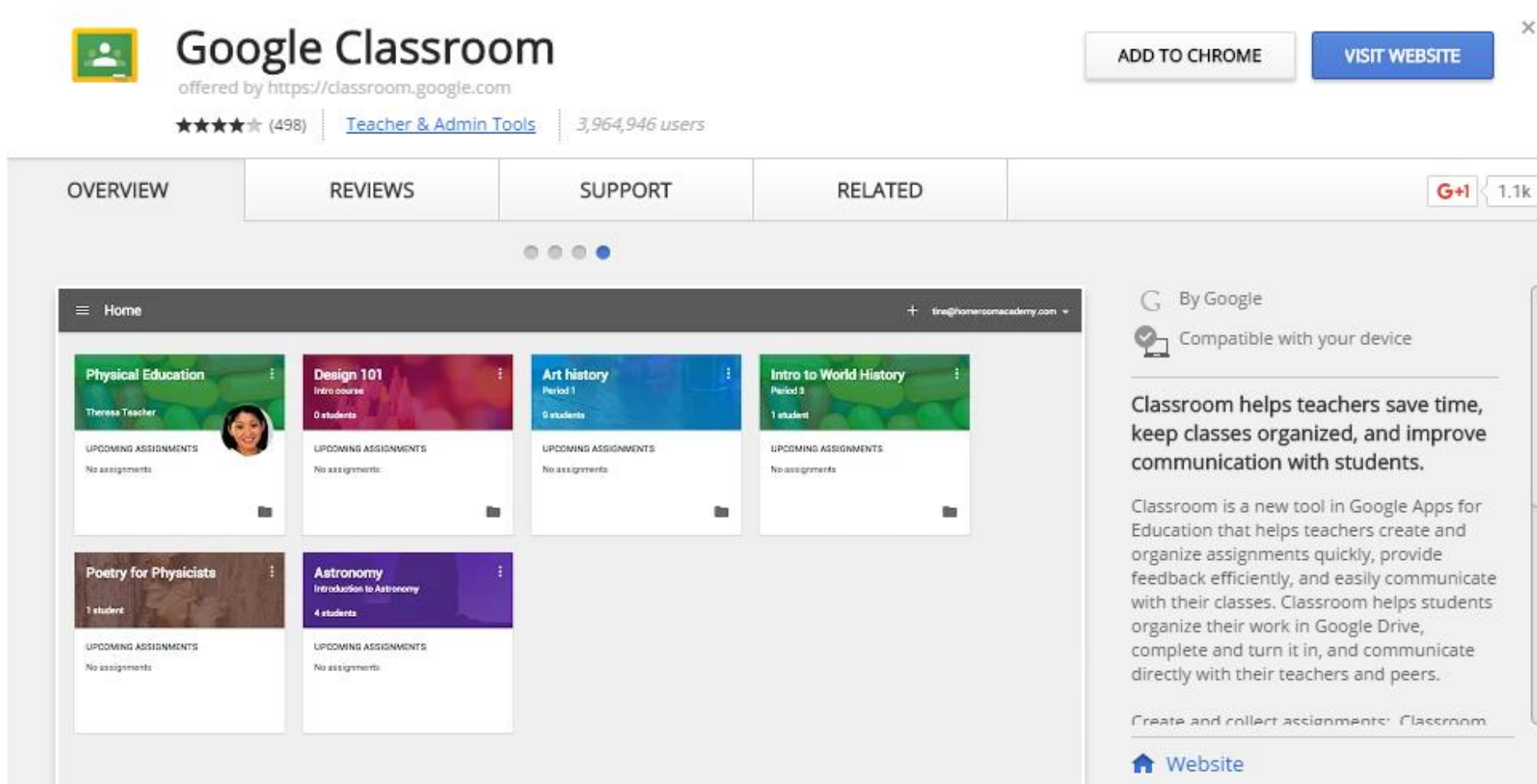
ASSIGNMENT Adam Bodley-Tickell - Jul 9

#007 Data analysis activity **DUE JUN 9, 10:00 AM**

13 15

CLASS CODE

Google Classroom is not yet a full-featured Learning Management System (LMS), but it does possess a number of attributes that make it very attractive for both learners and teachers. It is available to any school that has Google Apps for Education.



The image shows the Google Classroom app page on the Chrome Store. At the top, there is a header with the Google Classroom logo, the text "Google Classroom", and "offered by https://classroom.google.com". To the right of the header are two buttons: "ADD TO CHROME" and "VISIT WEBSITE". Below the header, there is a star rating of 4.5 stars (498 reviews), a link to "Teacher & Admin Tools", and the text "3,964,946 users".

The main content area is divided into four tabs: "OVERVIEW", "REVIEWS", "SUPPORT", and "RELATED". The "OVERVIEW" tab is selected. Below the tabs, there is a navigation bar with a "Home" button and a user profile icon for "fire@homeromacademy.com".

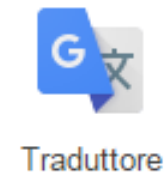
The main content area displays a grid of course cards. Each card shows the course name, the teacher's name, the number of students, and the status of assignments. The courses shown are:

- Physical Education**: Theresa Teacher, 0 students, No assignments.
- Design 101**: Intro course, 0 students, No assignments.
- Art history**: Period 1, 0 students, No assignments.
- Intro to World History**: Period 3, 1 student, No assignments.
- Poetry for Physicists**: 1 student, No assignments.
- Astronomy**: Introduction to Astronomy, 4 students, No assignments.

On the right side of the page, there is a "By Google" logo and the text "Compatible with your device". Below this, there is a section titled "Classroom helps teachers save time, keep classes organized, and improve communication with students." followed by a paragraph describing the app's features. At the bottom right, there is a link to "Create and collect assignments: Classroom" and a "Website" button.

Google Classroom integrates seamlessly with [Google Apps](#) productivity tools such as [Docs](#) and [Sheets](#). This means learners can work on shared documents with each other in real-time, whether they are sitting on opposite sides of the classroom or in their rooms at home.

Classroom makes it incredibly easy to keep track of student work. When assignments are created within Classroom, folders are automatically created and named, and all assignments are saved in these folders. The assignments are also given filenames which include both the assignment and the student's name. There is no longer any need for piles of reports on your desk, or an inbox overflowing with assignments submitted via email. This paperless aspect of Google Classroom is another very attractive feature. Depending on how assignments are organised and distributed, Classroom also offers scope for creating digital portfolios for students in a single, easy to locate place.



Possible technology to learn to use! Il file completo è scaricabile dal sito di Nancy

Nome	Indirizzo	Uso principale	Requisiti - commenti - prove
Kidblog	http://kidblog.org/home/	Condivisione - forum - blog	non è necessario avere un account email - semplice e ambiente sicuro - limite di mb - Secondaria primo grado
Dropbox	https://www.dropbox.com/	condividere - sincronizzare dispositivi	registrarsi con email - 2 GB gratis
Google Drive	https://drive.google.com/drive/	condivisione - scrittura collaborativa - sincronizzare dispositivi	avere un account di posta gmail - Secondaria primo grado
wikispaces	www.wikispaces.com/content/student	condivisione	gratis per insegnanti - necessario sign up con email - Secondaria primo grado
Edmodo	https://www.edmodo.com/	Flip - condivisione - collaborazione	gratis- necessario iscriversi con email - anche in italiano - si possono invitare alunni con un codice non è necessaria iscrizione
Blendspace	https://www.blendspace.com/	Flip - apprendimento per progetti	Iscrizione gratuita
Instagram	https://instagram.com/	scattare foto e condividerle su numerosi social network	App gratuita
EduGlogster	http://www.glogster.com/#one	realizzare un poster digitale che incorpora testo, video, immagini	EDU 100 dollari all'anno -8 giorni prova gratuita - app gratuita per iphone e ipad - - Secondaria primo grado - Examples in English http://themachinegoeson.edu.glogster.com/glogs/ .
Prezi	https://prezi.com/	creare presentazioni non lineari	account gratuito per prezi pubblici - Secondaria primo grado
Blubbr	www.blubbr.tv	creare quiz interattivi	gratis - necessario sign up con email - Secondaria primo grado
Quizlet	https://quizlet.com/	creare quiz interattivi	necessario iscriversi con email - versione gratuita e versione premium per insegnanti \$ 25 annui - app gratuita
Mindomo	www.mindomo.com	creare mappe mentali	gratis - necessario sign up con email - free app - Secondaria primo grado
Popplet	www.popplet.com	creare mappe mentali	gratis - necessario sign up con email - free app per iphone - Secondaria primo grado
Fluentu	http://www.fluentu.com/	video dal mondo per insegnamento lingue	iscrizione gratuita
Atube Catcher	http://www.atube.me/video/	permette di scaricare video da youtube e di poterli vedere offline	programma gratuito da scaricare (esempio Double Bubble Map)
Cram Flashcards	http://www.cram.com/	Flash cards di ogni argomento e lingua!	App gratuita
Studystack	http://www.studystack.com/	Flash cards	App gratuita
Tricider	http://www.tricider.com/	discussioni - voti on line	gratis - necessario sign up con email - Secondaria primo grado

Edmodo strumento per flip, condividere e collaborare

The screenshot displays the Edmodo web interface. At the top, the browser address bar shows the URL <https://www.edmodo.com/home#/group?id=17927481>. The main header is blue and contains a search bar with the text "Cerca fra i messaggi, i gruppi, gli utenti, le app e altro ancora".

On the left side, there is a "Gruppi" (Groups) sidebar with the following options:

- CPIAFirenze (selected)
- Creare un sottogruppo
- Gestisci gruppi
- Crea un gruppo
- Iscriviti ad un gruppo

The main content area shows the group details for "CPIAFirenze" (Mrs. Soave · 8th Voto · Lingue Straniere). Below this, there are tabs for "Messaggi", "Cartelle", "Iscritti 2", and "Impostazioni d...". The "Messaggi" tab is active, showing a message from "La sig.ra Soave" to the group. The message content is:

Utilizza almeno uno di questi siti proposti e racconta la tua esperienza!

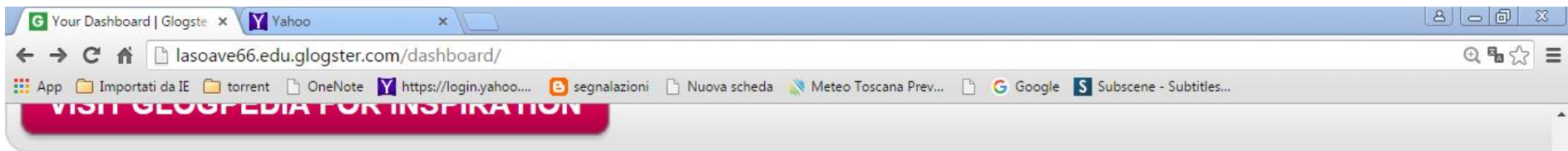
Below the message, there is a submission box with the following information:

- Consegnato (0)
- Data di consegna 25 ottobre, 2015
- Scegli un sito/piattaforma di condivisione
- Attachment: **teachin_tools_anils_pdf.pdf** (PDF File)

On the right side, there is an "Assignment Center" banner with the text: "Track your classroom's progress on assignments and quizzes with ease. Add Assignments".

The Windows taskbar at the bottom shows various application icons, including Chrome, Firefox, and Microsoft Office, along with the system clock showing 20:15 on 17/10/2015.

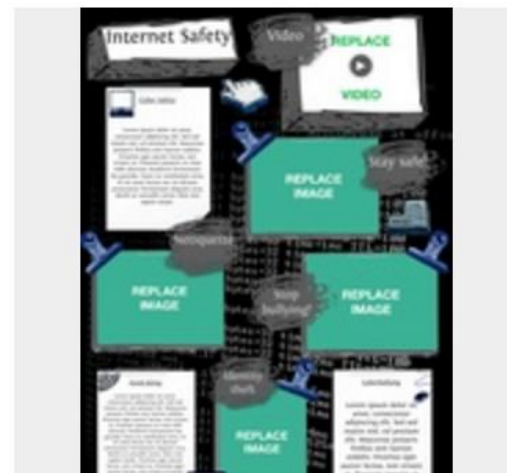
Glogster: realizzare un poster digitale che incorpora testo, video, immagini



RECIPE

Internet Safety

Great Explorer



SUPPORT

Delete Edit

Delete Edit

Delete Edit



Fumetti e cartoni animati alla portata di tutti!

The screenshot shows a web browser window displaying a comic strip titled "GOOGLE DRIVE - BY LASOAVE66" on the website "WWW.TOONDOO.COM". The comic is presented in two panels. In the first panel, a male bear character in a red shirt says "uffa non ci riesco" (Ugh, I can't do it), and a female bear character in a purple dress replies "non ti scoraggiare ti faccio vedere come si fa a condividere i file è semplice!" (Don't get discouraged, I'll show you how to share files, it's simple!). In the second panel, the female bear character explains the steps: "Per esempio vediamo google drive prima cosa devi creare un account di posta gmail" (For example, let's see Google Drive, first you have to create a Gmail account) and "poi cerchi google drive su google e ti connetti con il tuo account gmail" (then you search for Google Drive on Google and connect with your Gmail account). The browser's address bar shows the URL "http://www.toondoo.com/MyToondoo.toon". The Windows taskbar at the bottom includes icons for various applications and the system tray shows the date and time as 20:42 on 17/10/2015.

http://www.toondoo.com/MyToondoo.toon

File Modifica Visualizza Preferiti Strumenti ?

High... Engl... Recl... cine... conc... scuola & gmail... La R... Mete... Post... segn... Home INGV... Aper... Entra T ted... Dom'... USR... Indi...

My ToonDoo

GOOGLE DRIVE - BY LASOAVE66

WWW.TOONDOO.COM

uffa non ci riesco

non ti scoraggiare ti faccio vedere come si fa a condividere i file è semplice!

Per esempio vediamo google drive prima cosa devi creare un account di posta gmail

poi cerchi google drive su google e ti connetti con il tuo account gmail

Lascia un messaggio

125%

IT 20:42 17/10/2015

Questionario on line: Tricider

This is what tricider offers you

tricider is easy and simple. But there are so many features to make your questions shine.

Free of cost and without registration

- Collect ideas**
Unlike common surveys, everyone can add ideas to a tricider question.
- Discuss**
There is good and bad in every idea. All participants can add arguments to ideas and discuss them.
- Voting**
Participants finally vote for ideas and you agree on the best solution in no time.
- Fine-tuning**
Forbidden adding new ideas, restrict number of votes, etc.: Advanced users can tailor the questions to their needs.
- Invite participants**
You decide who can see your question. Only invited participants can take part. No one has to register.
- Status updates**
Let tricider keep you posted via e-mail if something exciting happens to your questions.
- Spam protection**
There is an extra spam protection for public questions. When activated, only
- Multimedia**
You're not limited to words to describe your ideas. Use pictures and links to express

tricider [Login](#)

Create > Motivate (optional) > **Distribute** > Moderate

How do you want to spread your question? [Jump to last step...](#)

Use as many channels as you like.

[Embed in Blog](#) [Send out invitations](#) [Publish in tricider Idea Space](#)

Invite participants

[@ Email](#) [Facebook Wall](#) [Facebook Message](#)

[Twitter](#) [LinkedIn](#)

Video per tutti: atube – fluentu - animoto

The screenshot displays a Windows desktop environment. In the foreground, a YouTube video player is open, showing a video titled "Double Bubble Map" with a duration of 0:03 / 2:41. The video player interface includes a play button, a progress bar, and a volume icon. The video content shows a woman with blonde hair wearing a blue and white striped shirt, standing in front of a whiteboard.

Overlaid on the video player is the aTube Catcher application window. The application title is "aTube Catcher 3.8.9000 - Studio Suite - DsNET Corp. 2014". The interface includes a menu bar with "File", "Tools", "Profiles", and "Help". The main area has several tabs: "Downloader", "Stream Catcher", "Screen Record", "Video Converter", "DVD/BluRay/CD Creator", and "Audio Recorder". The "Downloader" tab is active, showing a text input field for the video URL with the value "https://www.youtube.com/watch?v=-wZweCFXEf8". Below the input field is a "Download" button. The "Output profile" is set to "MP4 Video - Full iOS Compatible". The "Save To" field is set to "C:\Users\Laura\Videos". A table with columns "Title", "Progress", "Status", "Size", "Output profile", and "Video URL" is visible below the settings. The application also features a "Ready!" status bar at the bottom.

The taskbar at the bottom of the screen contains several icons, including the Start button, Internet Explorer, Google Chrome, Firefox, and various utility applications. The system tray in the bottom right corner shows the time as 10:28 and the date as 14/10/2015.

Thank you for your attention!



Nancy Bailey e Laura Soave

<https://sites.google.com/site/nbaileysite/>
redigranbailey@yahoo.it, la_soave@yahoo.com