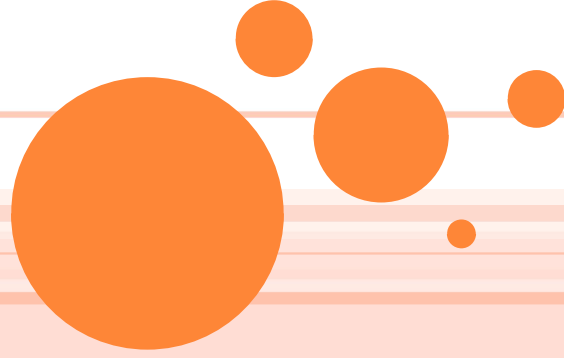


TEACHING 2.0 FLIPPED CLASSROOM

New technologies at the service of innovative teaching



I.C. “F. Tozzi” – Siena
Scuola Secondaria I grado “A. B. Sabin”
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Course Director Lisa Pagliantini

FLIPPED CLASSROOM

A teaching method in which students first learn about a new subject at home, especially by **PMLKE** and then They discuss on it in class



PMLKE: PERSONAL MOBILE LEARNING AND KNOWLEDGE ENVIRONMENTS

These are devices that can be considered personal and portable environments for access to digital content.

Summing up **PMLKE** (*Personal Mobile Learning and Knowledge Environments*)



PERSONAL DEVICES FOR LEARNING

These are personal and portable devices (PC, Tablet, Smartphone, Iphone, Ipad), everyday tools that can be used to introduce new educational models into the study.



Mobile and personal devices make these methodological practices possible better than other tools because:

1. They collect texts and study materials of several subjects on a single support to be consulted in an integrated way
2. They allow personal comments and re-workings of the contents
3. They allow you to build hyperlinks



**INNOVATION
AND
EDUCATION**

***TECHNOLOGICAL
INNOVATION HAS A
SENSE ONLY IF IT
BECOMES A VEHICLE
OF ORGANIZATIONAL
AND
METHODOLOGICAL-
TEACHING
INNOVATION***



TECHNOLOGICAL INNOVATIONS AND METHODOLOGY

The most significant methodological innovations are those that bring the student back to the center of the learning process, that is they push him to **actively involved**



It is about building an environment for learning and not for teaching





FLIPPED CLASSROOM

THE TEACHER BECOMES A MODERATOR /
DIRECTOR OF CLASS WORK:

- ❖ Introduces the topic
- ❖ Indicates the operating modes
- ❖ Defines the objectives
- ❖ Agrees on the final product
- ❖ Supports the student in the research work

THE LESSON IS NOT BASED ON CONTENT
DISTRIBUTION (FRONTAL LESSON OR
TEXT)



THE STUDENT

- ❖ Creates his/her own personal paths to deepen the topics
- ❖ He/she has the resources to develop the content (at school and at home)
- ❖ He/she shares resources with peers
- ❖ He/she learns to integrate, enrich, personalize resources and sources provided by the teacher or other mates.



THE FLIPPED CLASSROOM

THE FLIPPED DOES NOT EXHAUST IN ITS
TECHNOLOGICAL CONTENT

THE FLIPPED ALLOWS TO:

- Reorganize time
- Change the role of the teacher
- Change the "space" of schooling
- Change work tools
- Make the student's activity central



AT SCHOOL

IT IS DESIGNED
AND WORKED



AT HOME

IT IS SEARCHED
AND DEEPENED



WHAT DO YOU NEED TO APPLY THIS DIDACTIC METHODOLOGY?

**FAST AVAILABILITY OF
MULTIMEDIA
RESOURCES**

**EASY AND AUTOMATIC
EXECUTION OF
OPERATIONS AND
PRODUCT SHARING**



MODEL OF EDUCATIONAL ACTIVITY

AT SCHOOL

PHASE 1: Presentation

of the topics by the
teacher

PHASE 3: Design and

construction of the
work to be carried out
(groups of students)

PHASE 5: performance

of the established
verification

AT HOME:

PHASE 2: Student's

work on materials and
personal research

PHASE 4: Definition of

the work done in the
classroom,

preparation of the

exhibition or

verification



PHASE 1 -THE TEACHER AT SCHOOL PRESENTS
THE TOPIC WITH A BRIEF EXPOSITION AND / OR
CONCEPTUAL AND / OR FILMED MAP
(BLENDSPACE — PADLET -TED_ED - EDPUZZLE)



TEDEd
LESSONSWORTHSHARING

Nominate an
Educator

Suggest a
Lesson

Nominate an
Animator



ARCHIVE YOUR OWN MATERIALS

For videos it can be useful to create a playlist, a channel on YouTube

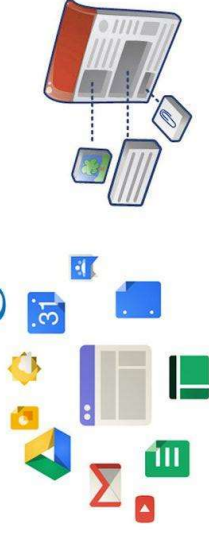


For materials in general it may be **useful** to create a blog, a privileged space on the web that allows, in addition to the storage of materials, **non-passive use of the Internet, interactive communication, cooperative learning, increased sense of responsibility through online collaboration, increased motivation**



Blogger

Google sites



PHASE 1 -THE TEACHER AT SCHOOL

- ❖ Names some reference sources.

THE NETWORK OFFERS A GREAT QUANTITY
OF INFORMATION **NOT ALWAYS TRUSTED**

IT IS NECESSARY TO TRANSMIT TO THE PUPILS
THE MEANING OF CRITICIZE THE SOURCES



HOW TO EXAMINE A SOURCE

1. Authority of the site: to prefer pages of Institutional Bodies or Institutes recognized in the scientific cultural field:
2. The sites of individual authors must clearly indicate their credentials (be wary of pages where the credentials of the authors are not indicated)
3. If the credentials are vague, doubtful, check by searching on Google for what it says

A reference site must meet a series of requirements: completeness, possibility of internal connections, language appropriate to age




EXAMPLE RELATING TO PHASE 1

Lesson on blendspace

The screenshot displays a web browser window with the following elements:

- Browser Address Bar:** Shows the URL https://www.tes.com/lessons/JTbU4q_ep6CixQ/7-continents-the-oceans.
- Page Header:** "Tes blendspace" with a "Like" button and a "Play" button.
- Main Content:** A grid of six cards:
 - Card 1:** A world map with continents labeled: EUROPE, ASIA, AFRICA, SOUTH AMERICA.
 - Card 2:** A globe with a play button and the text "Continents & Oceans Watch the video to learn wha...".
 - Card 3:** A card titled "Web Site" with the text "World Continents & amp; ... Get the basics with this tutori...".
 - Card 4:** A card titled "Web Site" with the text "Continents and Oceans Any of ...".
 - Card 5:** A card titled "Web Site".
 - Card 6:** A card titled "Web Site".
- Footer:** A taskbar at the bottom showing system icons (battery at 63%, time 15:29, date 15/03/2019) and application icons (Windows, Edge, File Explorer, etc.).

PHASE 2: THE STUDENT AT HOME

- ❖ Views the material indicated by the teacher
(Drive / Blog) 
- ❖ Forms and select the basic texts provided by the teacher
- ❖ Searches texts, images, videos, web pages to deepen the topic independently
- ❖ Shares and view the material of the classmates
(Drive, Classroom)



PHASE 3: STUDENTS AT SCHOOL

- ❖ Students **ANALYZE** the collected sources
- ❖ They plan and build the work to be done
- ❖ They prepare possible tests
- ❖ They share the realized product

TEACHER:

- Follows the team work
- Suggests operational solutions
- Reports positivity and critical issues

timetoast 



BOOK CREATOR



Adobe Spark



STEP 3: WHAT ARE THE TOOLS THAT STUDENTS CAN DESIGN TO USE?

Creation

- digital e-books
- videos or presentations



EBOOKS IN THE CLASSROOM

Creating *an ebook* in the classroom allows you to develop many aspects of the learning process



EBOOK: FORMATS

EPub Format

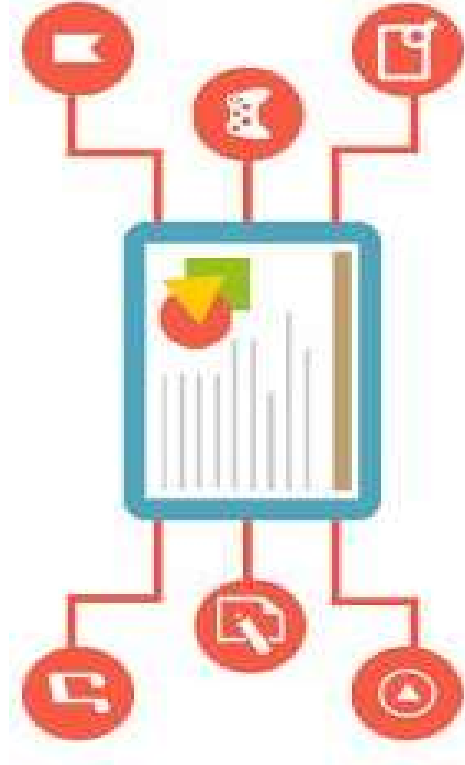
- It is the abbreviation of "electronic publication" and it is a specific standard for the publication of ebooks.
- As a final result you get a dynamic and optimized text for viewing on very different devices such as ebook readers, tablets, smartphones and even personal computers.

The text scrolls and repaginates adapting to the size of the screen on which it is displayed!



THE EPUB FORMAT

- *Epub2: allows you to create ebooks with texts, images, tables and hypertext links; it is ideal for publications such as novels, short stories, essays and poems*
- *Epub 3: adds the possibility of introducing multimedia elements (sounds, videos, interactivity). It is therefore perfect for school teaching.*



THE FEATURES OF EPUB3

- **Interactivity:** the text can be edited, the font can be modified, the background can be changed, it can be highlighted, annotated, glossaries can be created
- **Inclusion:** multichannel is at the base of multiple intelligences and Cooperative Learning. It favors dyslexic students thanks to audiovisual communication, the vocal reader ...



TYPES OF EBOOKS

1. Strongly interactive and multi-channel

These are high quality graphics products, such as Apple's Ibook Author.

We will not deal with this type here, which requires programs that often do not possess either schools or pupils



TYPES OF EBOOKS

2. Textual impact

They are ebooks in which the text dominates, although accompanied by multimedia and interactive elements. It is a real book and must be conceived as such



TYPES OF EBOOKS

3. With visual impact

They are *ebooks* in which the image dominates over the text. The visual communication aspect and the graphic aspect are more favored.

A visual impact *ebook* can be created when the product is created, without prejudice to the selection and narrative design phase



CREATION OF AN EBOOK WITH A TEXTUAL IMPACT

- *Epub editor* is a free online platform by Francesco Leonetti
- You need to register
- It has the support of an excellent series of tutorials under the heading "Help"
- It has a simple interface and the features are mostly intuitive



CREATION OF A VISUAL IMPACT *EBOOK*

- A visual impact *ebook* is one in which the visual and graphic communication aspect is preferred.



BOOK CREATOR



CREATION OF A VISUAL IMPACT *EBOOK*

For its realization we could use useful apps and services also for other types of ebooks.

Alternatively you can use a very simple and effective tablet application (available for both Apple and Android): [BOOK CREATOR](#)



HOW DO I READ AN EPUB FILE?

The *epub* are readable by means of special reading programs on computers and applications for tablets



PROGRAMS FOR EBOOK

- Calibre, now recognized by many as an excellent ebook application available online. Totally open source, continuously updated and translated into Italian, Caliber is downloadable for Windows, macOS and Linux. You can convert ebooks into any open format (in particular PDF, ePub, MOBI) and synchronize your library with any eBook reader (including the Kindle).



PROGRAMS FOR EBOOK

- iBooks from Apple. Available on Mac, iPhone and iPad, iBooks works as both a store (where to buy eBooks and audiobooks) and a reader.



PROGRAMS FOR EBOOK

- On **computers** (Windows, Mac OSX, Linux), we also recommend using the **Readium** extension for the Chrome browser: <http://readium.org/>
- **Adobe Digital Edition:** A single eBook reader that lets you read all your books on Android, iPad, Mac or PC devices. Adobe Digital Editions (ADE) can be downloaded and used for free. You can use it to read your EPUB and PDF books both online and offline.



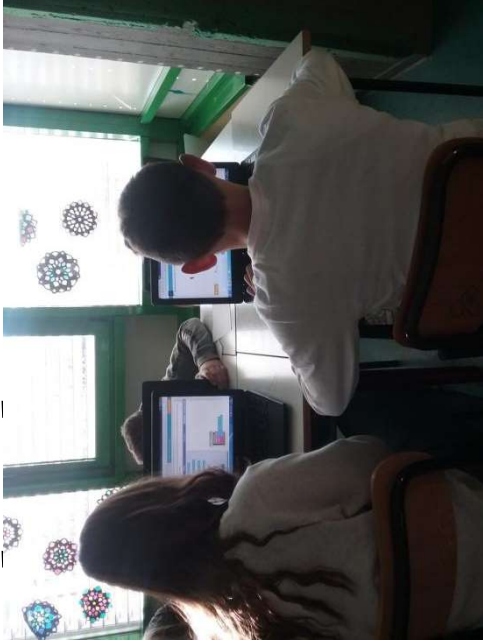
PRESENTATIONS, VIDEOS, COLLAGE OF IMAGES

- ❖ Adobe Spark
- ❖ Presentation on Powtoon
- ❖ Collage of Europe Day
- ❖ Photogrid (smartphone e Android)



STEP 4: STUDENT AT HOME

- ❖ Defines the work
- ❖ He shares it with his peers.
- ❖ He prepares the exhibition in the classroom or the pre-established



STEP 5: THE STUDENT AT SCHOOL

- ❖ He carries out the verification in class as established with the teacher



Adobe Spark



He can present the work in the indicated form

He can carry out an interactive verification



QUIZ, TESTS AND SURVEYS

- ❖ **Socrative**: to create online or paper quizzes. Interesting "team challenge" mode
- ❖ **Kahoot**: online quizzes, discussions and surveys
- ❖ **Questbase** to create tests, questionnaires; also contains an archive ready for use.



socrative

