



**e-FLIP PROJECT**  
*Facilitating e-Learning for an Inclusive Pedagogy*  
ERASMUS+ 2021-1-SK01-KA2020-VET-000034712



## E-FLIP MODEL

### A brief reflection report to list the strengths and weaknesses of e-flip model:

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> <li>• Students can watch the videos or the documents several times and that's a good chance for slow learners</li> <li>• Students can collaborate with peers and with teachers</li> <li>• It's a model that students consider suitable for them</li> <li>• If lessons are carefully prepared it can foster inclusion and different learning styles</li> <li>• It can improve the organizational skills of the students who has to learn to manage time and material</li> <li>• The prepared lessons and learning objects can be used by other teachers.</li> <li>• Students with disabilities or special education needs can learn at their own pace and reach the minimal learning goals more effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Many e-tools require students to have an account, and not many of them are as reliable as the school platform.</li> <li>• The access to technology is not for everyone, so schools have to invest money in devices and internet connection for all those that can't afford the costs.</li> <li>• It may result less effective for content that requires abstraction skills or for some specific vocational subjects (i.e. accountancy)</li> <li>• It is less suitable for some disadvantages students who concentrate learning mainly at school (i.e. at home they have other jobs to do, or do not have suitable resources or are not helped)</li> <li>• Students do not widely practice their speaking and writing skills.</li> <li>• Lesson time ("while" phase) recommends a class setting that encourages collaboration and discussion among the students and the use of personal electronic devices. This involves the definition of new rules and issues concerning security, network access, monitoring etc...</li> </ul>