



Erasmus+ project
e-FLIP
Facilitating e-Learning for an Inclusive Pedagogy
2021-1-SK01-KA220-VET-000034712
Report from Learning/Teaching/Training activity 1 (C1)

The LTT1 of the e-FLIP Project took place in Berlin in February 2022. Participants from Germany, Greece, Iceland, Italy, Slovakia, Spain and Turkey attended the training. Participants from Germany, Greece and Iceland were teacher trainers, while the rest were teacher participants.

Targets of the LTT1 in Berlin were:

- to introduce teachers to the Flipped Classroom approach,
- to train teachers on innovative approaches in online teaching,
- to train teachers in the Web 2 Tools EdPuzzle, Vialogues, Lessonpaths (replaced by Blendspace) and Videonotes (replaced by VideoAnt),
- to devise a draft of the e-FLIP model and its principles based on the Flipped Classroom approach,
- to plan how to examine Web 2 tools for preparing activities, teaching materials and carry out practices in the scope of the e-FLIP teaching draft.

On Monday, the 14th of February, the first day of the LTT1, the participants were greeted in the conference hall of the Hotel Tiergarten. The agenda of the week was presented to the participants.

The host EBB Berlin presented the topic of Flipped Classroom, its benefits and implications. In particular, the audience was introduced to the VARK definition of the different learning styles, Visual, Auditory, Read&Write and Kinaesthetic and was able to test their learning preferences through the VARK questionnaire. It was very meaningful to notice how the results varied from participant to participant. Insights from teachers were gathered about how to differentiate instruction according to the preferred learning style using the flipped classroom approach.

Teachers from Pro Scholaris raised a fruitful discussion about what to do in case students would come not prepared for class and some tips were given in answer to that. Moreover, teachers and trainers discussed pros and cons of the traditional flipped classroom method. In particular, teachers from I.I.S. Grandis raised some concerns about screen exposure for children and teenagers when implementing the flipped classroom approach.

The disadvantages of the traditional flipped classroom approach should be overcome in the e-FLIP Teaching Model, so it was meaningful to discuss them within an audience of experienced teachers and trainers.

After a short break, the University of Gaziantep introduced the e-FLIP Model to the participants and involved them in a fruitful discussion. They conducted a SWOT analysis among the participants about Strengths, Weaknesses, Opportunities and Threats of online teaching. The results of the analysis will be used for Project Result 1 and 2.

Teachers from the Institut Guillem Catà (Spain) asked about which type of tasks and assessment could be implemented with the e-FLIP method and were concerned on how to avoid cheating. Also these comments were extremely helpful and will be taken into consideration for the future design of the e-FLIP model.



For Project Result 1 and 2, the designing of the e-FLIP Teaching Model and the e-FLIP Teacher Training Module, it's crucial to define every step collecting opinions of teachers, who can compare the method with their everyday experience.

On Tuesday, the 15th of February, the presentations of the web tools Edpuzzle, Vialogues, LessonPaths and Videonotes were planned. Unfortunately the last two ones were not more available and had to be replaced by two similar web tools, respectively Blendspace and VideoAnt.

The morning started with the presentation of Edpuzzle, a platform for instructional and interactive videos, which was presented by the host Europass Berlin. After a short explanation about the benefits of the tool and its possible implementations with the flipped classroom approach, participants were able to practise and to create their first Edpuzzle interactive video. They learned how to upload their own material or choose from the Edpuzzle library, cut videos and add questions to them. The participants were able to discuss in small groups how to use Edpuzzle for the implementation of the e-FLIP method. As a result, most participants agreed that it can be used in the Pre phase of the e-FLIP model and that it can be extremely helpful in the so-called e-monitoring step.

After that, the Centre of Education and Innovation Reykjavik presented the web tool Vialogues. A Vialogue is an online video with a group discussion feature. Teachers were able to try Vialogues as users, watching a short video about education in Iceland and being able to answer questions and to discuss in a sort of forum. The possible use of Vialogues was discussed in class and participants agreed on how to use it to add collaboration to the study phase in the e-FLIP method.

The webtool Blendspace was presented to the audience by the host Europass Berlin. Blendspace can be used by teachers to access various resources and forge bundled and interactive lessons. Teachers and trainers discussed possible uses of Blendspace within the flipped classroom and e-FLIP approach and proposed many ways to use it to share material with students, also differentiating material according to specific learning needs.

VideoAnt was then presented by INNOVED (Greece). It is a free web-based tool that allows for the adding of annotations and observations to online videos. Participants could learn how to upload a video and add annotations to it. After a fruitful discussion, they added some possible implementation of it within the e-FLIP method, for example to add more collaboration to the Pre phase and in particular to the step where students are first exposed to new content.

On Wednesday, the 16th of February, participants took part in a guided tour in the city of Potsdam, capital of the Brandenburg region and former imperial city.

On Thursday, the 17th of February, the Gaziantep University held two very interesting seminars about Online Lesson Planning and preparation based on flipped classroom approach and Guiding principles for developing teaching/learning activities in a digital environment.

In the Online Lesson Planning and preparation based on flipped classroom approach, participants could learn a very effective way to plan a flipped classroom lesson. In particular they gained insights on how to define learning objectives for a flipped classroom lesson, design both formative and summative assessment, and ensure feedback, reflection and self-reflection at every step.

In the seminar called Guiding principles for developing teaching/learning activities in digital environment, the speaker started sharing his personal challenges in education during the pandemic time and how he overcame them. The participants reflected about how it is crucial to engage students on a personal level, even more when working online, and to try to create a community out of the class.



Participants discussed their personal experience in online teaching and agreed that personal connection with students is crucial for the learning experience.

On Friday, the 18th of February, the participants took part in the visit to Futurium, the House of the Future. They could discuss different approaches to the future of education.

The training in Berlin met its targets, providing participants with knowledge about the flipped classroom, the draft of the e-FLIP and different web tools that can be used with these two approaches. Moreover, the participants' contribution was crucial, to state pros and cons of the flipped classroom approach, to detect possible challenges in the e-FLIP model and to discover new uses of the web tools proposed by the trainers.