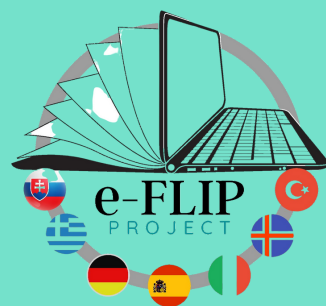




# e-FLIP

Facilitating e-Learning for an Inclusive Pedagogy

Erasmus+ 2021-1-SK01-KA220-VET-000034712



# The Project



Our project emphasizes the importance of digital competence among teachers and the need for inclusive online teaching. It discusses the shift from face-to-face education to online education and the challenges faced by teachers in adapting their pedagogical methods. The e-FLIP project is introduced as **an initiative to integrate flipped classroom-based education and online teaching to enhance teachers' digital competencies.** The primary target groups are teachers in partner and pilot schools, with

students as secondary beneficiaries. Transnational cooperation is highlighted as essential for the success and wider dissemination of the project, enabling the exchange of expertise, development of new ideas, and **reduction of disparities among countries.** In summary, the e-FLIP project strives to address the challenges of the pandemic by promoting digital competence among teachers and implementing inclusive online teaching practices through transnational collaboration.



The project aims to collaborate with multiple countries, academics, and policymakers to ensure the consistency and global reach of an innovative educational platform. This collaboration will help address cross-border challenges, share experiences to develop new ideas, reduce disparities among countries, improve policy-making strategies, and create synergies in line with the European Commission's Digital Education Action Plan.

# The Partners



**PRO SCHOLARIS**

## **Súkromná stredná odborná škola Pro scholaris - SLOVAKIA**

Pro Scholaris is a private vocational school in Žilina, Slovakia, offering education in business, tourism management, and information systems. With 215 students from diverse backgrounds, our inclusive team supports both disadvantaged and intact students. Our aim is to prepare students for the EU labor market and university studies.



## **Gaziantep University - TURKEY**

Gaziantep University is a state university in Gaziantep, Turkey. The university aims to provide education, conduct research, develop social perspectives, and promote cultural and scientific exchanges. Gaziantep University is internationally recognized, with numerous research centers and collaborations with universities worldwide. It emphasizes international mobility, curriculum development, and e-learning to enhance the quality of education and teaching activities.



## **I.I.S. Grandis - ITALY**

High School Grandis in Cuneo, Italy, offers technical and vocational programs for students aged 14-18. The school aims to develop active citizenship and European competences through hands-on projects and resilience development. Grandis School promotes integrated education, theoretical and practical skills, and is currently focusing on enhancing digital pedagogical readiness in response to the COVID-19 pandemic.

### **INNOVED - GREECE**

A Greek educational and consulting organization focused on knowledge and innovation transfer in education, lifelong learning, entrepreneurship, and employment. They emphasize digitalization, e-learning, social inclusion, innovative methodologies, and non-formal practices. They collaborate with universities, training organizations, municipalities, schools, and chambers.



### **Institut Guillem Catà - SPAIN**

A secondary school in Manresa, near Barcelona, with a culturally diverse student body from disadvantaged backgrounds. We offer compulsory and post-compulsory education, as well as vocational training courses. We focus on Project Based Learning, communication, and digital skills. Our objectives include preparing students for a demanding society, reducing dropout rates, and enhancing online teaching.



### **EBB Europass Berlin - GERMANY**

An educational organization in Berlin focused on mobility programs at local, national, European, and international levels. They provide vocational education and training, offering courses for teachers and school staff in various areas. EBB serves as a contact and consulting organization for schools and educational institutions seeking to provide work-experience opportunities abroad. They are supported by EU funding programs like Erasmus+ and Horizon2020.



### **ICELAND – Center for Language and Literacy**

A team of consultants specialised in professional development focusing on all aspects of language and literacy. The Centre was established in 2016, by the Department of Education and Youth in Reykjavik Municipality, to provide support for schools in language and literacy teaching. Their primary focus is to support teachers and staff working in pre- and primary Schools, leisure and youth centres in Reykjavik.





The project aims to support **digital pedagogical readiness**, ensure all vocational students benefit from online education, and meet their needs by providing **effective and inclusive online teaching models**. This goals align with the European Commission's Digital Education Action Plan.

# Our Goals



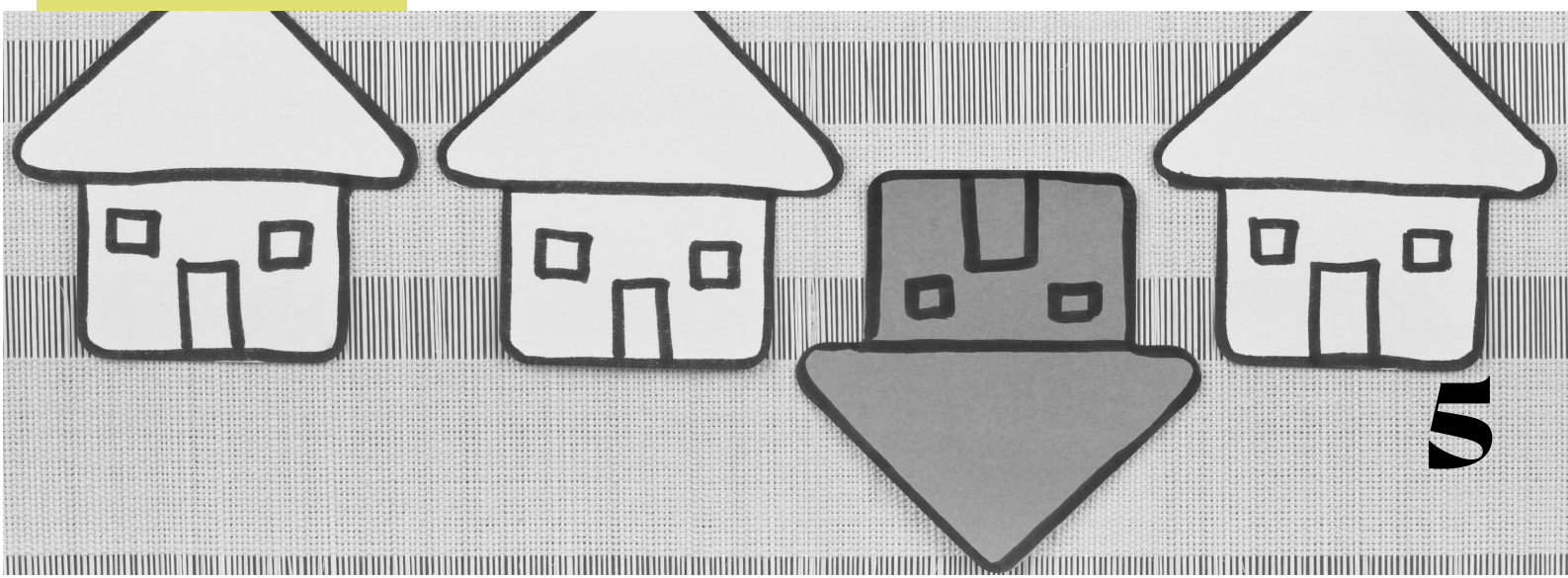
Furthermore, virtual classrooms and multimedia resources can be **designed to accommodate diverse learning styles, making education more accessible and inclusive** for students with special needs. Overall, digital learning empowers students with disabilities and promotes their active participation in the educational process.

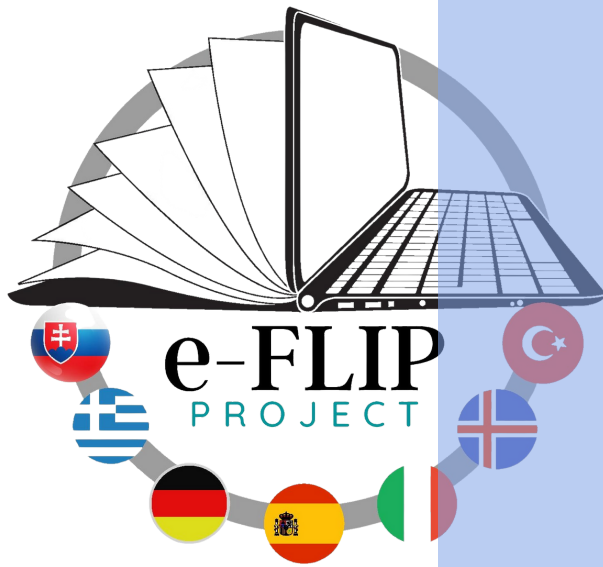
# Traditional Flipped Learning

Flipped Learning, as a paradigm shift in education, challenges the traditional classroom structure and redefines the roles of students and teachers. In this model, **students engage with instructional material outside of class while class time is dedicated to interactive and collaborative activities.** The aim is to enhance students' understanding of knowledge through pre-class video lessons and enable them to develop higher-order thinking skills in the classroom.

The Flipped Learning model is based on the idea that teachers create video content to introduce a topic, which students watch at home before coming to class. This preparation allows students to gain a solid understanding of the content, primarily focusing on lower-order thinking skills according to Bloom's Taxonomy. The flipped approach then provides teachers with ample opportunities to **design activities that foster higher-order thinking skills such as analysis, synthesis, and production.**

By flipping the learning process, Flipped Learning promotes active engagement, student-centered learning, and critical thinking. Students have the flexibility to review the instructional material as needed, enabling them to grasp concepts at their own pace. In the classroom, they can actively participate in discussions, collaborate with peers, and apply their knowledge to solve complex problems. This interactive approach fosters a deeper understanding of the subject matter.





An extension of the traditional Flipped Learning model, the e-Flip Model combines the basics of Flipped Learning with the power of online platforms and technology.

## The e-FLIP Model

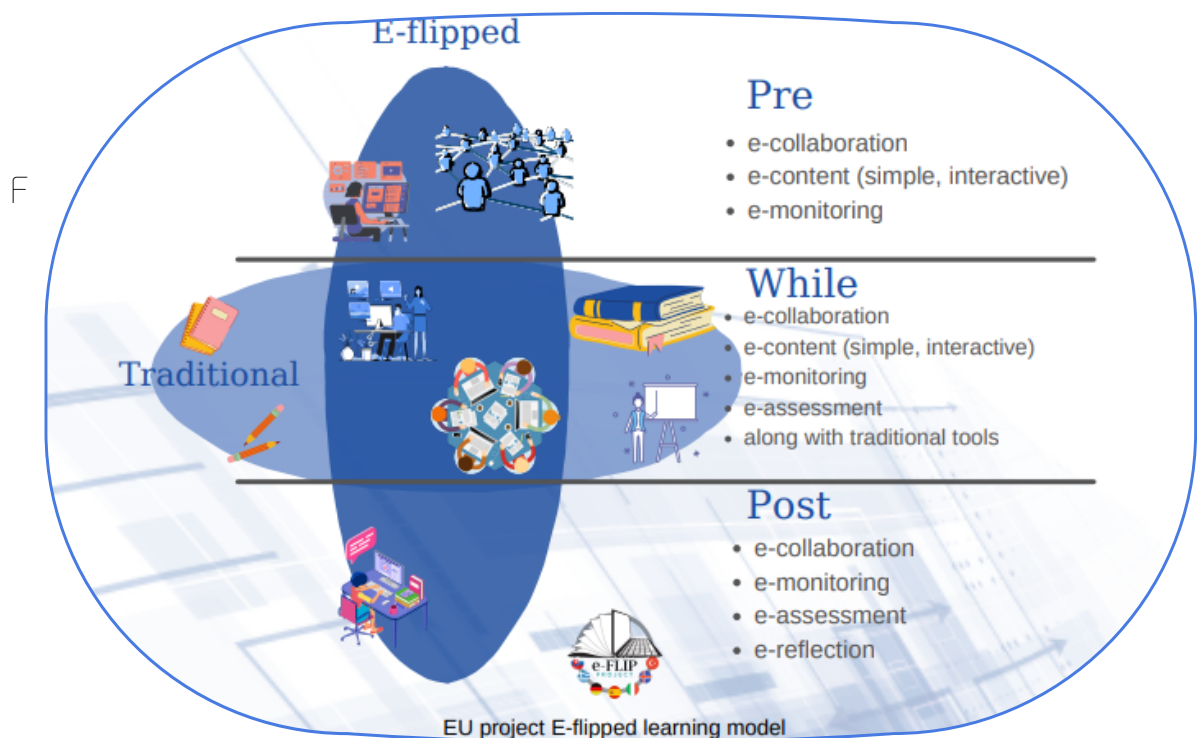
The newly proposed model takes advantage of the digital age and **utilizes digital resources and web-based tools to enhance the learning experience.** It emphasizes interactivity through features like quizzes, simulations, and online assessments, **promoting engagement and deeper understanding.** Collaboration is facilitated through online platforms, fostering teamwork and communication. The model also includes monitoring tools for tracking student progress and providing personalized support. The e-Flip Model provides educators with **a comprehensive framework for implementing technology-enabled Flipped Learning, creating a learner-centered environment.** The e-Flip project offers valuable resources and guidance for educators, promoting innovation and enhancing the learning experience for both teachers and students.

The e-Flip Model encompasses three stages: Pre-Lesson, While-Lesson, and Post-Lesson, each with sub-stages to guide teachers through the planning and execution of e-Flip lessons. In the **Pre-Lesson stage**, teachers define learning objectives, create video content, digitize it, and monitor student engagement. **The While-Lesson stage** involves designing engaging activities, coaching students, assessing their progress, and providing feedback. In **the Post-Lesson stage**, students reflect on their learning, additional activities are designed to extend learning, assessments are developed, and student involvement is monitored. By following these stages and sub-stages, the e-Flip Model creates an interactive and structured learning environment. It integrates video content, inquiry activities, assessments, and reflection, fostering student-centered learning and a deeper understanding of the subject matter. The e-Flip Model serves as a comprehensive framework for teachers to enhance instructional planning and create an engaging learning experience for students.





The e-Flip Model is guided by three principles: **e-Collaboration, e-Communication, and e-Monitoring.** e-Collaboration promotes teamwork and information sharing through online platforms such as discussion forums, virtual group projects, peer feedback, and collaborative document editing. e-Communication ensures effective communication between teachers and students using tools like email, chat platforms, video conferencing, and collaborative document platforms. e-Monitoring allows teachers to track student progress and engagement through viewing analytics, online assessments, communication platforms, assignments, and learning management systems. These principles enhance collaboration, communication, and monitoring in the learning process, **fostering critical skills for the digital age and creating an engaging learning environment.**





# Web 2.0 Tools

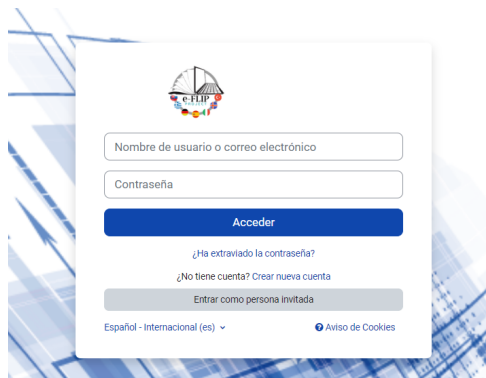
Internet users' experiences have altered significantly as a result of the introduction of Web 2.0, moving from being information consumers to information creators. These technologies enabled users to start creating material for a variety of platforms, including blogs, wikis, social media, forums, and video-sharing websites.

They also have significant benefits for both teachers and students within the e-Flip Learning Model. From the teachers' perspective, these tools **enable the creation and sharing of pre-study materials, monitoring student engagement, and providing feedback.** They can also facilitate monitoring of group projects, assess student knowledge and skills, and access students' thoughts through blog posts and forums.

Digital portfolios created with Web 2.0 tools help track student development. However, data protection and privacy must be prioritized. From the students' perspective, Web 2.0 tools **enhance pre-learning experiences, communication with teachers and peers, and collaborative work on materials.** Project management tools aid group projects, survey and exam tools promote feedback and critical thinking. Overall, Web 2.0 tools improve learning experiences, cooperation, and engagement, aligning well with the e-Flip Model. They enhance classroom activities, communication, progress tracking, feedback provision, and instructional practices.

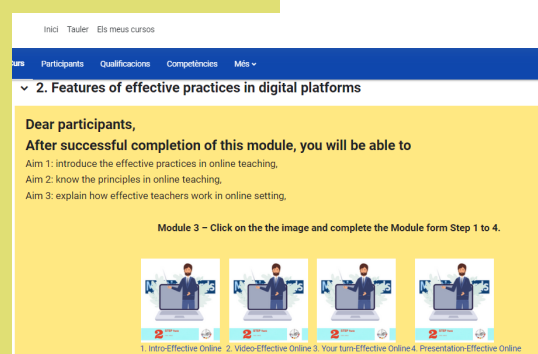


# Project Outputs



The **e-Flip Digital Platform** is an open-access platform for teachers, pre-service teachers, and teacher trainers. It utilizes the Moodle learning management system and offers a user-friendly interface. The platform includes the e-Flip Training Module, providing access to the e-Flip teaching approach, application examples, and effective teaching strategies. The innovative aspect lies in providing modular teacher training on a digital platform, overcoming limitations of traditional face-to-face training and reaching a wider audience.

The **e-Flip Teacher Training Module** provides practical guidance on implementing the e-Flip Teaching Model and using digital tools for inclusive online teaching. It includes sample practices and a user guide for the e-Flip Teaching Model and digital tools. The module focuses on practical implementation and sample practices from the different countries.

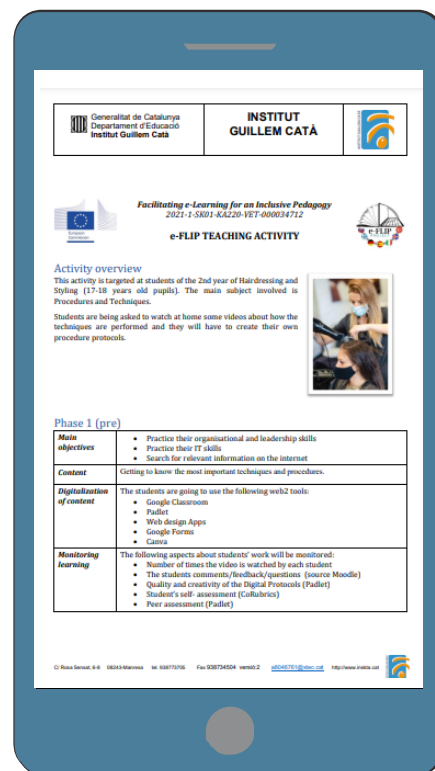


The **e-Flip eBook** provides theoretical background and insights into the development of the e-Flip Teaching Model. It targets teachers, pre-service teachers, and teacher trainers, offering new ideas for alternative models and professional development. The eBook follows a structured approach in its writing process, ensuring high-quality content. It serves as a reference for academics, practitioners, policymakers, and educators, promoting inclusive online teaching practices.



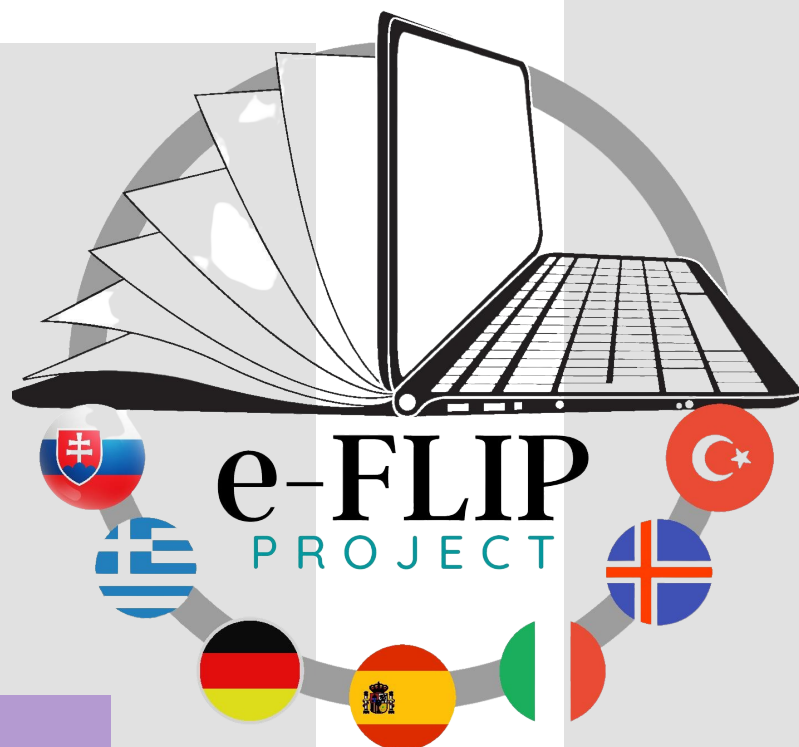
# Other Project Outputs

The project has created **24 exemplary lesson plans** that follow the eFLIP model. These lesson plans include a variety of digital activities that illustrate the different stages of the eFLIP teaching approach. From introductory activities to interactive assessments, the lesson plans showcase how technology can be integrated at each step, fostering student engagement and enhancing the learning experience.



In addition to the exemplary lesson plans, the project has developed **comprehensive video tutorials on using various popular web 2.0 tools. These instructions provide practical advice on incorporating these tools into eFLIP teaching**, enhancing the learning experience for students. Educators can explore and implement tools like interactive presentations, collaborative platforms, and multimedia resources to create engaging and interactive eFLIP lessons. The project's guidance enables teachers to harness the power of technology and leverage it effectively within the eFLIP model.





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Co-funded by the  
Erasmus+ Programme  
of the European Union