



# Flipped Classroom tips and tricks for students

*How to build a flipped classroom experience  
on sustainability and circular economy*

## Focus your study

### 1 Carve out (and clean out) your study space

If you already have a desk in your bedroom, that's a great start: de-clutter the space and make room for your books, computer and any other study tools. Remove, during your chosen study time, anything unrelated to your LOOP flipped classroom activity.

### 3 Tune out distractions

If you find that you need to tune out the noise being made by others around your home, prepare yourself with some headphones and your favourite studying music.

Experiment with different genres to see what works for you.

### 5 Reward yourself

The reward could be an extra hour of watching your favourite show, but re-balancing with physical activity, walking or training would be ideal.

### 8 Track your study

### 2 Communicate to others in your home that you will be studying

This will give you quiet time to focus and hopefully ensure that you are not disturbed.

### 4 Focus

During your chosen study times, focus. If you're finding it difficult to focus, take a short break to stretch, breathe or enjoy a coffee break.

### 6 Keep reading

Whether you're reading for pleasure or for reference, keep at it: it will help to stimulate your mind in your downtime.

### 7 Set realistic goals

When coming up with your study plan, be sure to set goals that you can actually achieve, otherwise you may lose motivation.

At the end of the activity, you will be asked to edit a personal study report... keep this in mind since day one. The mandatory report will be an A4 page format, saved as a pdf file on the LOOP project's headed paper, with:

- your name and surname;
- your class, institute, country;
- your specific in-depth topic chosen for home study;
- a comment about the activity done at home;
- a comment about the interactive activity in the classroom;



# Back-to-back questions

## Instructions for the activity

- **Create a secret question regarding a specific micro-topic** of the project... be precise!
- **Study with care the explanations** that can be connected to the micro-topic you chose.
- **You will manage a capital of points** for the quality of your explanation and for the curiosity you will be able to produce with your research.

## WHAT WILL HAPPEN WITH YOUR CLASSMATES During the flipped learning session



Your teacher will select a student within the class, and this student can choose who to ask the question that he prepared at home (the secret question). The student will verify if the classmate has answered correctly, but he will also **expand the explanation** for the benefit of the whole class. Now a second student will choose a target, and so on, until the last will address the question to the “**student n°1**”.

Each student manages a capital of 3 points that he can keep or lose depending on the judgment of the teacher and his peers:

- **1 point for the interest in the chosen topic;**
- **1 for the quality of the exposure;**
- **1 for the curiosity generated by the question.**

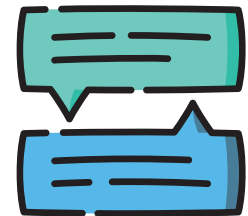
At the end of the explanation, the class and the teacher will vote: the teacher can subtract up to two points, the class only 1, if the explanation and the question are excellent the student keeps the full score.

The process **must be documented** and therefore you can either decide to **record the webinar session** or **record the live session in the classroom through a video** (being careful to try to produce a quality output); the materials will be uploaded on the platform.

Along with this kind of evidence, the class should provide an **article about the session** that will be published inside the newsfeed of the platform (along with a royalty free suitable image that must as well be provided by the students' group).

## Instructions for the activity

- Set a **countdown** timer.
- You will talk for **two minutes**.
- You and your classmates will **decide the head-relator**.
- The teacher will decide the order of the **“followers”**.



## WHAT WILL HAPPEN WITH YOUR CLASSMATES During the flipped learning session

The purpose of the TED methodology is to make the class **work in synergy** while leaving to each student a space to **personalize the message**. In fact, you'll want to recreate the environment of an informal conference, in which preparation on the subject is important, but a **certain degree of reference to personal experiences and local contextualization** is appreciated.

From an operational point of view, the you and your classmates will elect in advance **an initial speaker**, who launches the topic in **two minutes**: all of your classmates must be able to continue, to add, to personalize, since the teacher will decide intervention of subsequent speakers, who we call “followers”.

Each follower will have the exact same amount of time to speak, then the teacher will give the word to another student, another “follower”.

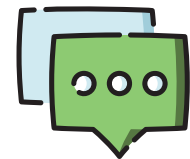
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## Instructions for the activity

- Your class will be divided in **two groups** by your teacher.
- The teacher will assign the first group **three secret topics**.
- The teacher will let the group **A create 3 questions (one for each micro-topic)**.
- **The group A will tests group B** with the questions they edited.
- **The activity will be repeated for group B towards group A.**



## WHAT WILL HAPPEN WITH YOUR CLASSMATES During the flipped learning session

In this activity the teacher's contribution will be fundamental: please take care that the assignment of the three topics for the questions is **as precise as possible**.

Example:

The general "reuse" as topic 1, without specifying the content perimeter better, won't work. Infact, with such a topic, you and your group will be forced to create a question that is **too generic**, therefore unable to produce **gamification, competitiveness and even debate**.

The final purpose of this activity is in fact to generate feedback on focused dimensions, which become **real indicators (parameters) of what the you and your class achieved**.

Also in this case, it will be necessary to **report on the work carried out**. It will therefore be necessary to prepare together with your teacher a document that shows:

- the class and **school identifiers** (number, section or year, ecc.);
- **a brief introduction** (400 characters maximum);
- the **6 topics covered**, and the related questions developed;
- **two evaluation chapters written** by the two spokespersons of the groups regarding the effectiveness of this teaching activity.

The file has to saved as pdf on institutional letterhead. It will be uploaded on the platform.