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**LICEO STATALE "ELIO VITTORINI"
SCIENTIFICO, LINGUISTICO E SCIENZE APPL.**

Codice Fiscale 82002490850

Via Pitagora, s.n.c. 93012 - GELA

Tel. 0933/930594 Fax 0933/930002

e-mail:

clps03000n@istruzione.it

clps03000n@pec.istruzione.it

www.liceovittorinigela.edu.it



"Motore di Menti"

Erasmus LOOP

FLIPPED CLASSROOM TEACHERS' REPORT

Abstract

In a flipped classroom, students study instructional subjects independently and apply them during class.

This pedagogical approach has been rising rapidly during the last decade and has been applied in a wide educational context.

We analysed that students achieved higher learning outcomes and this approach was a good pedagogical training providing insights into effective applications.

Report

After our training, in which we appreciated the topics about the four 'R', Redesign, Reduce, Recycle and Reuse, we introduced them to pupils.

First of all, they learned by watching online material on Loop platform. They took confidence with the arguments and tried to recognize and recall the information they received. They also tried to understand a lot of new words, such as 'circular economy' in order to take in the basic elements of the content they kept in touch.

Secondly, all students tried to show us their understanding, they had interpreted the information and summarized what they learned. So, they applied their knowledge to the current situation using their critical thinking, debating with their Erasmus classmates, comparing their answers with peers and producing a final report. At the same time, they raised the group activities and produced creative thinking.

In this phase, we appreciated and judged in relational terms, above all when the face-to-face class time was not reduced.

Comparing the learning outcomes with traditional teaching, we suggest that flipped classroom approach improves students' performance.

In flipped learning activities we planned pre-class, in-class and after-classes: online text materials in addition to instructional videos, individual practice and small group pursuits, students' presentation and self-evaluation and reflection on the topics.

More specifically, most students showed a particular attitude to learning goals in a collaborative manner to gain a better understanding where we offered timely assistance.

The effects of flipped classroom, on achievement, on students' attitude and on the challenges associated with, are positive.

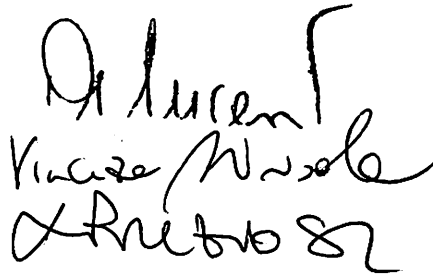
It is in this context that we are delighted to participate in the LOOP project and to share it with partners and we hope that this report could be useful in helping to support the active and experimental learning.

Teachers of the projects

Prof.ssa Angela Tuccio

Prof.ssa Vincenza Mirisola

Prof.ssa Felicia Preziosa

The image shows three handwritten signatures in black ink. The first signature is 'A. Tuccio', the second is 'Vincenza Mirisola', and the third is 'Felicia Preziosa'. The signatures are written in a cursive, flowing style.