

Flipping History classrooms

I teach **History** in a **rural school** in Greece.

16

age of pupils
on average

100

pupils

17

pupils per class
on average

6

classes



Teaching environment

My school welcomes children from **6 different areas** at a distance of 2-17 km. Most students are Greek, with some Albanians and Roma children, who are often bilingual. Students come from **disadvantaged and middle-class** families.

Digital tools

The Hellenic Ministry of Education and Religious Affairs provided a platform for **asynchronous learning**. However, it was not used on a compulsory basis. My school had a **computer lab** fully equipped with PCs, projectors and printers, which I used for my lessons.



Experience with digital tools before Covid-19

I used digital equipments in my lessons on a daily basis. I am a teacher trainer for the **Philology discipline**. I am a qualified trainer for Philologist's discipline after 350 hours of training in ICT applications in education. I was also a teacher trainer of Philologists of the teachers' training project T4E.

The tool: WebEx

<https://webex.sch.gr>

Webex is a video conferencing and collaboration product suite. This cloud-based collaboration suite offers softwares including Webex Meetings, Webex Teams and Webex Device.

Needs for this teaching practice

I needed to have all my students **connected** at the same time, and to **keep them motivated**. I started looking for more tools, opportunities, and methods to make students participate because I couldn't see them.

Needs solved

Flipped classroom allowed me to **differentiate** my lessons better. This way, I kept every student motivated.



Audience targeted

The target group was the whole class. However, students had to study on their own time.



Organisation

The key is to **give the resources in advance**, to have the material posted somewhere for students to look at, read, study by the next lesson. The material must **meet the teacher's objectives**.

I had to **adapt my teaching material** and instructions to every student. For example, it could consist mainly of pictures for students who didn't like reading, so that they at least knew what would be going on during the synchronous part of the lesson.

I also had to keep in mind what **digital resources they had**. It is very difficult to read a text if you only have a smartphone.

I used to have an introductory question like 'What do you know about...?' at the beginning of each lesson. It was the "gossip", jokes or extensions of the story. I tried to put in anything that would **pique their interest**. For example, studying the French Revolution, we explored the weapons that were used.



Practice activity

I tried to use **different types of resources** to meet everyone's needs.

We used WebEx to **exchange ideas on different** resources. During the lesson, there was a lot of talking and scaffolding on the daily topic. Sometimes, I organised online **group work**. Students had ten minutes to solve a problem with the instructions I had given them and present it to the class. The need for interaction arose with time. Mostly, I tried to create authentic learning experiences based on students' interests to maintain motivation and engagement.

I then answered their questions and sometimes we used **role playing**: asking students what they would do in a particular situation. At the end of each chapter, I usually assessed their progress with **an online quiz**.



Impact of the practice

An innovation

Teachers can track their **students' learning process**.

My practice allowed me to **approach my job differently**. It gave me more time to interact with my students.



An efficient practice



- Students had to think more about the material I gave them. Through that they became **involved in the lessons** and their learning.
- My **relationship** with my students strengthened.
- This practice has proven effective based on the positive feedback from my students. **Student attendance** was higher than I had expected.

Keys to success

Keep students **involved** in the learning process.

Take into account students' environment and **adapt your teaching**.

Set **clear objectives**.

Be **organised** with your preparation and materials.



Benefits



Progress in my students' use and **mastery of digital tools**.

Learning is seen in a **more positive** way.



More **autonomy and independence** from my students, which is part of their learning process.

A perfect way to **differentiate** my teaching.



Ready ?

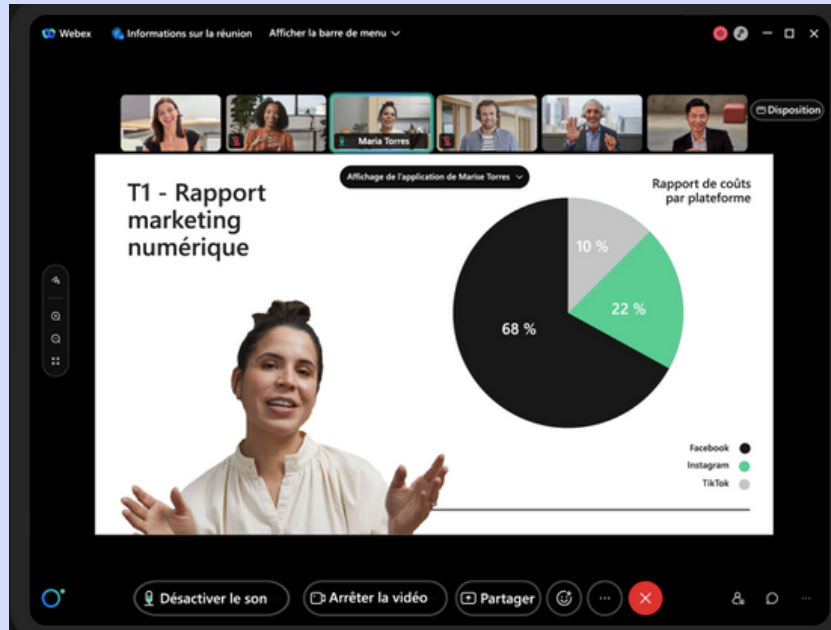
I think you can do awesome things without being an expert in technology. Don't hesitate to ask your students.



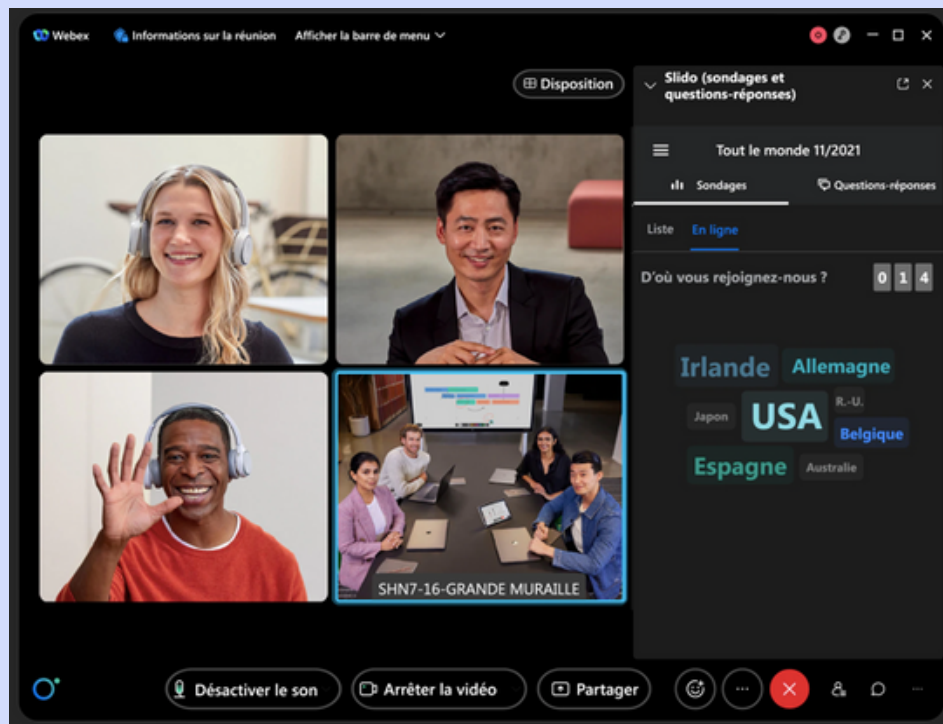
Resources

Screenshots

Example of a video conference on WebEx



Example of a survey with WebEx



This portrait gives a representation of the teacher's choices which are not our own. The statements in this portrait are not direct quotations but have been adapted from an interview which took place in 2022.