From teachers to facilitators and moderators of a student-centered learning process

Module 1: Turning the traditional classroom on its head

Teachers are getting more and more facilitators of self-contained learning students, that looks at least like the ideal conception ...

In practice high numbers of students and heterogeneous learning groups confronts teachers with high challenges - these are in the focus of module 1. Jointly we will analyze the new teacher role and you will learn to know possibilities to promote students individually without staying on the track with your time management.

eTivity 1: I as a teacher

Why did you become a teacher? What do you like on this profession? What makes you sometimes to see red? Tell on you in this virtual "wanted poster" a bit about you and your role as a teacher.

Task:

1. Click in the database below on the registercard "add entry" and answer the questions as honest and detailed as it is acceptable for you.
2. After that look at the entries of your colleagues and try to comment the entries of at least two of your colleagues (via the "Comment"-link beneath the entries). Do you find yourself in some of the points again, did you make similar experiences, ...?

eTivity 2: Teachers as coaches

Read through the article "Lead, don't lecture" and reflect on the different approaches the interviewed teachers have on coaching their pupils.

Look at least at two of these videos about the new teacher role:

https://www.youtube.com/watch?time_continue=10&v=vhA0yIgEDVU

Changing Roles

Marc Prensky -

Write shortly down in this forum what you think about this new understanding of a teacher's role.

- Are you already a coach?
- Would you like to be one? Why? Why not?
- Is it possible at your school/institution to be a coach?
- What infrastructural requirements does it need to coach pupils?
- ...

Reply at least on 1 posting of one of your colleagues and give feedback on his/her posting.

eTivity 3: How to individualize with online-tools?

In this forum you'll find some examples for teaching materials, that facilitate individual learning.

Task:

1. Choose at least one example and click on the "answer"-link.
2. Answer the following questions:
    1. What's the individualizing aspect of this example?
    2. What's the part of the teacher in this example?
3. Don't hesitate to discuss with your colleagues if you agree or don's agree with them.

Separate groups: All participants

eTivity 4: Giving feedback

Giving your pupils feedback on their work is your daily business. It can take a lot of time - also if you do it online. In this eTivity we are going to take a look at some examples of students' work.

Task:

1. Upload 1 example from your students' work (either as a word/pdf document or as a screenshot or photo). Tell us about the task and the objectives of the example. But DON'T tell us, how you've given this student feedback on his/her work! :-)
2. After uploading your example, read through your colleagues' examples.
3. Choose 1-2 examples and click on the "comment"-link. Try to give the students constructive feedback.
4. By the end of this module take a look at all the comments to your example. Now tell us, what kind of feedback you've given to your student.

Here are some websites containing tips and tools for giving feedback:

- [Giving students feedback - 20 tips to do it right](#)
- [Best Methods and Tools for Online Educators to Give Students Helpful and Meaningful Feedback](#)

eTivity 5: "Flipped Classroom"

The flipped classroom

Have you already heard about the flipped classroom? If not, you'll learn something totally new in this eTivity! If yes, you can share your knowledge and your experience with your collegues.

Task:

1. Depending on what you know about the flipped classroom, choose one subside of this Wiki, you'd like to work on.
2. Click on the link of the subside and a new page will open up. To edit the page, click on the "Edit"-Button.
3. Maybe some of your colleagues already have written something on the subpages. If so, don't delete their texts, complement it!

These links might help you to find information about the flipped classroom:

What is the flipped classroom?

Video: Flipping the Cl

- A poster explaining the method: htttp://www.knewton.com/flipped-classroom/
- 7 things you should know about the flipped classroom: https://net.educause.edu/ir/library/pdf/ELI7081.pdf

Tools to design a flipped classroom unit:

- our recommended online-tool: http://www.screencast-o-matic.com/
- http://www.teachertrainingvideos.com/flipped-classroom/flipped-classroom.html
- http://www.educatorstechnology.com/2014/07/the-best-tools-and-apps-for-flipped.html

The Flipped Classroom

Together we'll work on the field of the flipped classroom. Choose at least two subpages, you'd like to work on. Do some research on the web. Then edit the pages and contribute your knowledge (don't forget to save your changes! ;-)).

Please don't edit this page! Click on the link to the subpage, you like to work on and edit this page.

1. What is the flipped classroom?

2. PROs for the flipped classroom

3. CONs for the flipped classroom

4. Tools for flipping your classroom

5. Examples for flipped classroom-lessons from the internet

6. Personal experience / examples (only for those of you, who already have experience)

eTivity 6: Examples for flipped learning

Printer-friendly version

Look through these websites. They contain many examples for flipped classrooms.

- http://flippedlearning.org/domain/36
- https://flippedlearning.eduvision.tv/default.aspx
- http://flippingclasspedagogyandtools.weebly.com/examples-of-flipped-classes-in-k12-setting.html
- http://ed.ted.com/lessons
- https://edpuzzle.com

- https://vialogues.com

Choose one example, that impresses you and describe it in this glossary. Why does this example impress you?

Don't forget to add the link to the example.

eTivity 7: Your flipped classroom lesson

In the last eTivities you've seen many examples of flipped classroom lessons. Now start creating a flipped classroom lesson yourself. Choose one of these two tasks:

Task 1 - make a video of yourself:

1. Think about how you could design one of your lessons "flipped". Write a lesson plan (in Word / Libre Office).
2. Now take your mobile phone or a compact camera and film yourself (or ask somebody to film you) explaining the content of your flipped lesson to your pupils. The video shouldn't be longer than 5 minutes. The shorter, the better! It should have max. 48MB (so try to avoid fullscreen, save as MP4, full size, record as "medium HD")!
3. Upload your video-file in this database.

Task 2 - make a screencast:

1. Think about how you could design one of your lessons "flipped". Write a lesson plan (in Word / Libre Office).
2. Now use a screencast-tool like for example sceencast-o-matic and film a sequenz on your computer, explaining and showing something to your pupils (e.g. show PowerPoint-slides and speak). The video shouldn't be longer than 5 minutes. The shorter, the better! It should have max. 48MB (so try to avoid fullscreen, save as MP4, full size, record as "medium HD")!
3. Upload your video-file in this database.

After you've uploaded your file, choose one colleague and give him/her constructive feedback.

You'll also get feedback from your tutor on you work.

Required reading

- *Required reading*

  - Lead, Don't Lecture: A New Approach to Teaching (Website)
  - What is the flipped classroom? (Website)
  - 7 things you should know about the flipped classroom (Website)

    - Tools for flipping your classroom (Website)
  - Giving student feedback - 20 tips to do it right (Website)

Additional reading

- Pathways to Personalized Learning (PDF)
- Trends in Peer Learning
- Best Methods and Tools for Online Educators to Give Students Helpful and Meaningful Feedback