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The CiELO eLearning and Flipped Classroom Teachers' Report

The eLearning and flipped classroom activities of the students of classes 2f and 2b in V. gimnazija Zagreb Croatia took place in Spring 2022. The students had access to the CiELO Learn platform where they watched the videos/masterclasses prepared for them by expert partners and also read materials in the eLibrary. The students enjoyed learning about the 4 topics: Soil: A resource at risk, Soil: A European sustainable approach, Water: Pollution and Water: Remediation. This was all a relatively new experience for the students in terms of content and methodology, and they were enthusiastic and motivated. Some students reported problems with the expert English language in some presentations and had to take more time to look up terms and concepts and asked for additional explanation. The masterclasses that had no or little visual material combined with the speaker's language difficulties were understandably more difficult to follow. The materials in the eLibrary were written in detail, but very clearly and served as a good starting point for students in researching topics that interest them more.

Before the students embarked on their e-studies they were given guidelines by the teachers. They prepared a study plan and we discussed and went through the sources, then checked their progress regularly and helped them with the problems they encountered (as mentioned above). A very good and stimulating approach was also the continuous testing in the learning process.

The students' feedback was very positive as they enjoyed their own pace of learning. They said that the materials were interesting and of good quality, that they learned a lot but would have liked more visual materials, especially videos. The topics were motivating and related to everyday life, and after studying the material, several students expressed a desire for experimental research on certain topics.

Prior to the flipped classroom activities, they had to prepare back-to-back questions for discussion in class and some students did TED Talks, which they especially enjoyed. Flipped classroom is a great method because asking questions is a stimulating way to learn. It is interesting yet the students have to put in more effort. The students gave feedback to each other and peer reviews and evaluations. They said they enjoyed giving their opinions and comments in class, having regular conversations about environmental issues and sustainability. The teachers were available for consultations and the students also collaborated amongst themselves while preparing for the classes. Most students felt they understood the content better after self-study, mentoring and later in presentations and discussion in the flipped classroom.

They were more involved and particularly liked the increased interaction they had with their peers. They said the learning process was more flexible and accessible to all the students, although for some students it was stressful to speak publicly and present their views in class. The tasks they had to do during this phase of the project were appropriate for the students' age and interesting to them, and in addition to the importance of the topic and knowledge they acquired, this was also a self-confidence-building activity.

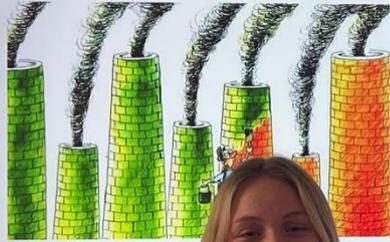
We can conclude that the methodology of eLearning and flipped classroom is student-centred, student-friendly, and in the CiELO project develops multiple skills on extremely important environmental issues.

Sanja Vrhovec Vučemilović, prof.
Svjetlana Vorel, prof.
Marijana Žgela Putniković, prof.

Zagreb, May 2022





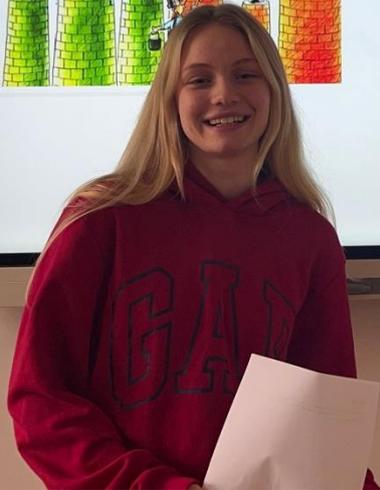


Greenwashing

Paula Bušelić, 2.f
V. gimnazija



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WATER

NINO LEHKI, 2.B



Circular Economy Lab & Observatory





