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Flipped Classroom-Report
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Liceul Teoretic Sfântu Nicolae-Gheorgheni-Harghita-Romania

Learning about and integrating a new and innovative teaching-learning method was a great experience for all the teachers involved in this project. We began this exercise by self-studying and reading the materials supplied on the CiELO platform, then searching for other materials and expanding our knowledge and comprehension of various flipped classroom activities and methodologies. Then, we conducted a search of online sources and information, using the CiELO platform and website biography as a starting point. After we shortlisted the materials, we met with the students several times to present the learning process, an example of a flipped learning method, and also a list of resources that included websites, blogs, but also, instructional videos on YouTube; then we requested the students to come up with a project idea proposal in groups of four, in an appropriate timescale.

We decided to use group-based flipped classroom which is similar to a typical flipped classroom, except it puts a greater emphasis on group activities. The main reason was that some of the students do not have the appropriate level of English to make the whole work by themselves. The second was that students love to work in groups and group work help them to improve their understanding of the topic, allow them to compete with one another, while learning how to explain a topic to their peers, which also enhances their own understanding.

The presentations were made in one session which enabled students to evaluate their peers' presentations but also to compare themselves and their own presentation with the others'. A Q&A session followed the presentations, where students were asked supplementary questions, each group had at least 2 questions to answer.



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A second activity, in connection to the first one, was made one week later when students had to make Kahoot quiz with questions in connection with the topics presented previously. They also worked in groups and competed against each other. This tested their attention at the previous activity and it was also a way to consolidate their knowledge and understanding of the topic. Students enjoyed the activity being involved in creating the quiz, competing in the games and also making further research in the chosen topics.

The activities ended with a feedback and evaluation session where students were able to express their feelings and thoughts regarding these kinds of teaching-learning activities. Teachers agreed that students do better in a flipped classroom. Students said that learning is more involving and fun, this way, thus they have to assume responsibility of their learning through customized training. They also developed their ability to establish groupings with more ease and got more hands-on experience.

In conclusion, this method can be a very good way of showing students alternative trajectories for self-study and research on the subjects they are interested in.

The flipped classroom is gaining popularity among teachers as a viable alternative to traditional learning environments. Advancements in technology, such as interactive movies, interactive in-class activities, online meeting tools, etc, are assisting in the use of flipped classrooms. The flipped classroom is also claimed to be the ideal model for using technology in the teaching process. Problem-solving and consolidation techniques are carried out in an active, collaborative and engaging manner through flipped classroom.

Gheorgheni, 30th March 2022

Ducu Carmen

Tamas Maria

Gorgicze Erna Eموke

Nan Cosmina Maria