**UVALDO RECINO PINEDA**

**OLGA ELIZABETH MINCHALA**

**DIEGO ORTEGA AUQUILLA**

**Universidad Nacional de Educación (UNAE)**

**Azogues. Ecuador**

**E-mails:** [**uvaldo.recino@unae.edu.ec**](mailto:uvaldo.recino@unae.edu.ec)[**recuvaldo@hotmail.com**](mailto:recuvaldo@hotmail.com)

***Using the Flipped Classroom to Teach Educational Models in English at the Education National University (UNAE) of Ecuador.***

**Introduction:**

The Education National University ((UNAE) in Azogues, Cañar, Ecuador is a new emblematic higher education institution, where students are trained in Spanish to become teachers of Basic General Education, Early Childhood Education, Intercultural Education and Special Education while new majors, such as, Artistic Education, Education in Science and Education in English as a Foreign Language- are being designed to be taught in the near future.

The Pedagogical model from this university (Pérez Gómez, Angel 2015: 17)includes as one of its pedagogical principles to promote the flipped classroom as a way to maximize the digital resources and social networks in the teaching learning process of the university.

The curriculum design includes a general training on Pedagogy for all the majors. Educational Models is one of the main subjects included in the third semester of all majors while English as a Foreign Language is taught during the first six terms of each major. Educational Models and English as a Foreign Language are the object of study of this paper.

When the students complete the sixth semester of English, they have to sit a proficiency test to prove that they have reached the B1 level according to the Common European Framework of Reference for Language: Learning, Teaching and Assessment (Council of Europe, 2014 [www.coe.int/Inag-CEFR](http://www.coe.int/Inag-CEFR))

The textbooks used to teach English at this university are the EMPOWER Series (Cambridge, 2015 [www.cambridge.org](http://www.cambridge.org)). The students receive EMPOWER A1 in the first semester, EMPOWER A2 in the second semester and then they begin EMPOWER B1 (pre-intermediate level) in the third semester just when they begin to receive the subject Educational Models in English.

The evaluation results in the Subject English II (second semester) after the students had supposedly reached the A2 level, at the end of the first semester of the course 2015-2016, were not satisfactory so the board of directors of the university decided that the subject Educational Models, belonging to the Pedagogical training discipline, which was supposed to be taught in Spanish, would be taught in English by the teachers of this language in the third semester of the students training when they have only been briefly introduced to the B1 level in the foreign language. The idea was to reinforce the learning process of English while the students faced a subject matter in this language but this constituted a challenge for both: teachers of English who are not Pedagogy experts and students who do not have enough communicative competence in English to face this learning process.

This problematic situation lead the coordinator of the subject Educational Models and author of this paper together with two other colleagues to introduce the Flipped Classroom or Flipped Learning and Content and Language Integrated Learning as possible methodologies to face this challenge.

For Marsh (2012), every kind of language learning in which a target language is used for teaching students non-linguistic content can be called CLIL so that CLIL is an umbrella term for all such dual-process educational context (Coyle, 2007:97)

According to Crouch, & Mazur, (2001); Deslauriers, Schelew & Wieman, (2011), flipping the classroom or “inverted teaching” emphasizes on the idea that class time can be used to engage students in learning through active learning techniques, rather than through delivering lectures alone. Flipping the classroom is the process of replacing traditional lectures with more centred learning strategies, such as active learning, discussions, problem based learning and other forms of group work and peer instruction. Content delivery is moved outside of the classroom, for example through videos, or pre-class readings.

In order to be consistent with the pedagogical principle of the university pedagogical model related to the flipped classroom stated above, this paper centres on the flipped classroom or flipped learning as one of the main methodologies used to teach the subject Educational Models in English, so the scientific question for the research that lead to this article was: how can the flipped classroom be applied to the teaching-learning process of the subject Educational Models in English at UNAE? And the overall aim of the research, whose results are written on this paper, was: to propose a methodology based on the use of the flipped classroom to teach the subject Educational Models in English to the third semester students at the UNAE in Ecuador.

**What is the flipped classroom?**

The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Short video lectures are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The video lecture is often seen as the key ingredient in the flipped approach, such lectures being either created by the instructor and posted online or selected from an online repository. While a pre-recorded lecture could be a podcast or other audio format, the ease with which video can be accessed and viewed today has made it so ubiquitous that the flipped model has come to be identified with it. (EDUCAUSE, 2012 <http://creativecommons.org/licenses/by-nc-nd/3.0/educause.edu/eli>).

The notion of a flipped classroom draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting. The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities. During class sessions, instructors function as coaches or advisors, encouraging students in individual inquiry and collaborative effort.

“Flipping the classroom” has become something of a buzzword in the last several years, driven in part by high profile publications in *The* *New* *York* *Times* (nytimes.com/2012/06/25/us/25iht--‐educside25.html; Fitzpatrick, 2012), *The* *Chronicle* *of* *Higher* *Education*(chronicle.com/article/How--‐Flipping--‐the--‐Classroom/130857/;Berrett,2012) and*Science*(sciencemag.org/content/323/5910/50.full;Mazur,2009).

In essence, “flipping the classroom” means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.

In terms of Bloom’s revised taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge through homework; thus the term “flipped classroom.”

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favour of a more collaborative and cooperative contribution to the teaching process of English. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them. The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work. What the flip does particularly well is to bring about a distinctive shift in priorities— from merely covering material to working toward mastery of it.

**Proposal of a methodology based on the use of the flipped classroom to teach the subject Educational Models in English at the Education National University**

In order to face the challenge of teaching the subject Educational Models belonging to the Pedagogical training discipline in English to students who have only been briefly introduced to the B1 level in the foreign language, the author of this paper proposes to introduce Flipped Learning as one of the possible methodologies to achieve this goal.

**Steps to follow while you flip your classroom**

**F-** Figure out which topic you want to flip

**L-** Locate content-based resources to make available to students outside of class

**I -** Include an incentive for the students to complete such as a quiz or a writing assignment

**P-** Provide in-class activities for students to apply the content they learned outside of class

***The four pillars of the FLIP***

F - Flexible environment

L - Learning culture

I - Intentional content

P- Professional educator

***Some stages for designing a flipped class***

1. - Reimagine your class in terms of learning flow.

2. - Reimagine your class in terms of space and time.

3. - Ensure the students prepare for the class by interacting with the material before class meetings.

4. - Carefully conceive in-class interaction activities.

***Setting up the flip***

* Share your expectations with the students:
* Preparing for the class: homework (readings, writing assignments or other assigned activities must be completed prior to the class)
* It is the student’s obligation to actively anticipate in all classes. His/her participation should indicate that he/she has completed the pre-class activities (and not necessarily that he/she has understood it all).
* CONVINCE students that this methodology is appropriate. Give explicit goals to help guide their learning
* Train your students for success in this new learning model:
* Learning occurs best when people share and describe their understanding, express new ideas and make new connections between ideas, negotiate meaning and content misunderstandings.
* Do it gradually. Flip one class, pausing the video/text and explaining what you as a teacher are looking for.
* How can I be “the guide on the side”?
* Listen to students in class. Let them make mistakes, ask questions, engage in the topic through their personal experiences.
* Interact with them individually during class time. Give feedback, process and reprocess information, correct and talk about the misunderstandings, think, share, practice.
* Do not expect mastery in each class. Design pre-class activities so that you can verify that they completed the assignment but do not expect 100% understanding. If you can get 30%, you are doing great.

***Rethinking your class in terms of space and time***

* What will my classroom look like?
* How much time will I need for activities?
* What will I do with the extra time in class?
* Decide what homework should be done in class
* Choose communicative tasks that integrate the skills.
* Decide which parts of the textbook could be used in the class for the students to engage and interact with.
* Think about the following questions (use backwards design): What are my learning objectives? Who will produce the content? What content would best help the students grasp the new concept? Should I use technology? What do my students need to demonstrate? Use the answer to design in-class activities

***Ensuring the students prepare for the class by interacting with the material before class meetings***

* REQUIRE preparation (content interaction) prior to class meetings
* Pre-reading or reading of texts
* Watching videos
* Listening to podcasts
* Online discussion groups on your LMS (e.g. Moodle, Blackboard, Edmodo) or social media site (e.g. Facebook, chat, Twitter, etc)

***Building in learner accountability***

* Discussion of the topic is not meant to be a summary. Comments should be thoughtful and show that the students have interacted with the material, but not necessarily that they have understood it completely. Look at their access to the material, not at their language use.
* Students should be required to comment on the responses and questions of their peers. The teacher can give points to the students for these comments, and require a require a minimum to create a dynamic discussion
* Questions that are raised can and should be used in the next class session.
* Be sure to provide students with a calendar of dates each assignment (outside of class) is done.
* Establish parameters Examples: length, depth, grading, timelines
* Trust in your students and the knowledge they can bring to your lesson
* Provide sentence frames:
* I think because….
* I agree/don’t agree because…
* My opinion is…
* I like/don’t like…
* This is similar to..
* This is interesting to me because..
* I do not understand (because)…

***Carefully conceive in-class interactive activities: c***lassifying and ranking tasks, ***c***alculations, justifications, critiques, jigsaw activities, story creation, games, discussions, role plays and skits/simulations and re-enactments, problem solving task based activities, illustrations/ design and analysis

**The three flips in a nutshell**

***Flipped classroom I- Before the lesson (out of class)***

Students prepare to participate in the activity. The teacher records lecture and the students tune in and watch videos any time before they come to class.

***Flipped classroom II- During the lesson (in class)***

Students arrive to class ready to engage and participate applying key concepts with feedback in active learning activities

***Flipped classroom III- After the lesson (out of class)***

Students check their understanding and extend their learning

With this model: the flipped classroom, the process starts with the students viewing the video prior to class as many times as they need and then engaging in active communicative interactions in class, differently from the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge through homework.

With this model students develop the lower order thinking skills such as: remembering, understanding and applying while they view the video prior to class and then, in class, they develop the higher order thinking skills: analysing, evaluating and creating when they engage in collaborative projects, group and individual problem solving and peer based learning activities.

**Illustration of a flipped classroom lesson plan to teach the Constructivist Model in the subject Educational Models in English to the third cycle students from the Education National University of Ecuador**

**Objective:** The learner will analyse and evaluate the constructivist model in order to gain a deeper understanding of the model and be able to construct and propose an ideal constructivist model for the school where they did their practicum.

**Brief description of Activities:**Students will use a teacher created set of questions to study the constructivist model.  
  
**At home:** Students will watch the video available at <https://www.youtube.com/watch?v=Xa59prZC5gA> and they will answer two or three very general questions given by the teacher in advance. They will have the chance of viewing the subtitles while they watch the video again and again until they understand it and can answer the general questions about it before coming to class.   
  
**During class:**The teacher will check for completion of work at home by checking the general questions. The teacher will review these general questions with the students to check for understanding of the video. Students will then be placed into cooperative learning groups to answer study guide questions (this is another set of more specific “intelligent questions” so that they have to use their high order thinking skills: analysing, evaluating and creating in order to answer them). The teacher will also discuss how the model on the video can be used in the classroom where the students did their practicum. *The teacher will then provide students in small groups with this list of topics and questions for group work discussion and report:*

Team 1. Introduction to constructivism, Team 2. How does learning occur with a constructivist model? Team 3. Which factors influence learning with a constructivist model? Team 4. What is the role of memory in a constructivist model? Team 5. How does transfer occur in the constructivist model? Team 6. What types of learning are best explained by this position? Team 7. - What basic assumptions or principle are relevant to instructional design. Team 8. How should instruction be structured in the constructivist model?

As homework, s*tudents will be required to create a short essay about the constructivist model.*  
 **As to Bloom’s revised taxonomy (2001) (op. cit),** s**tudents will be:**  
**Creating**—Creating an ideal constructivist model for the school where they did their practicum..  
**Evaluating**—Through the use of a study guide, students will evaluate the model illustrated in the video.   
**Analysing**—Students will analyse why the characteristics of the model.  
**Applying**—Students will need to apply their knowledge of the learning theories to determine how they influence the constructivist model.  
**Understanding**—Students will use the subtitles to gain a deeper understanding of the video.  
**Remembering**—The answer to the general questions when they watched the video at home will help students remember the key ideas to be discussed later in class.  
  
**Materials needed for the study of the model at home:**  
- Computer  
- Internet access  
- Set of general question given by the teacher in advance   
- Printer or Microsoft Word (or equivalent)  
  
**Materials needed for in class work:**  
- Teacher provided study guide  
- Computer  
- Internet   
  
**Formative Check:**  
Teacher will check for completion of homework by checking the answer to the general questions. Teacher will check for understanding of the model by reviewing these questions.  
  
**Re-teach:**  
If students are having a difficult time understanding the model, the teacher will give them these links to written articles for the to go deeper into the model: <http://www.thirteen.org/edonline/concept2class/constructivism/>

http://www.wikispaces.com/file/view/Social%2BConstructivism.pdf  
  
**Evaluation:**  
Teacher will evaluate understanding through class discussion of the model and review of the study guide questions. The teacher will also read the short essays that the students have written to make sure the students understand the model.   
  
**Closure:**  
Students will present orally a summary of the results of their research for the essay. Each student will do an oral presentation based on a poster if they wish. Once all the reports have been presented, the teacher will recap the model and discuss how it can be used by them to create an ideal model for the school where they did their practicum

**Conclusion:**

The methodology based on the use of the flipped classroom to teach the subject Educational Models in English to the third semester students from the Education National University of Ecuador proved to be successful as it helped students who were just introduced to the B1 level to learn the contents of a complex theoretical subject such as Educational Models at the same time that they increased their levels of communicative competence in the foreign language.

**BIBLIOGRAPHY:**

Anderson LW and Krathwohl D (2001). *A* *taxonomy* *for* *learning,* *teaching,* *and* *assessing:* *a* *revision* *of* *Bloom’s* *taxonomy* *of* *educational* *objectives*. New York: Longman

Berrett D (2012). How ‘flipping’ the classroom can improve the traditional lecture. *The* *Chronicle* *of* *Higher* *Education*, Feb. 19, 2012

Cambridge English (2015) *Empower*. Cambridge University Press. Retrieved from [www.cambridge.org](http://www.cambridge.org).

Council of Europe (2014) Common European Framework of Reference for Language: Learning, Teaching and Assessment. Retrieved from [www.coe.int/Inag-CEFR](http://www.coe.int/Inag-CEFR)

Crouch, C.H., and Mazur E. (2001) *Peer instruction: Ten years of experience and results. American Journal of Physics 69, 970-977*

Coyle, D (2007) *Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies.* The International Journal of Bilingual Education and Bilingualism 10 (5), 543-562

Deslauriers L, Schelew E, and Wieman C. (2011) *Improved learning in a large-enrolment physics class. Science 332, 862-864*

EDUCAUSE Centre for Applied Research (ECAR) (2012) *7 Things You Should Know About Flipped classrooms.* Retrieved from <http://creativecommons.org/licenses/by-nc-nd/3.0/educause.edu/eli>

Fitzpatrick M (2012). Classroom lectures go digital. The New York Y Times, June 24, 2012.

Marsh, E (2009) *Farewell, Lecture?* Science 323: 50-51

\_\_\_\_\_\_ (‎2012) *Content and Language Integrated Learning (CLIL) A Development Trajectory.* University of Cordova. Retrieved from [www.uco.es/publicaciones](http://www.uco.es/publicaciones)

Pérez Gómez, A (2015) *Una nueva pedagogía para una nueva era y una nueva sociedad* en *Hacer bien, pensar bien y sentir bien.* Editorial UNAE www.unae.edu.ec