Pan-European policy experimentations with tablets
http://creative.eun.org

FLIPPING A 1ST GRADE CLASSROOM
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**WHO AM I?**

• Teacher since 2000
• Private School - Colégio Monte Flor - Lisbon
• 2nd Grade Class
• 25 students
• Portuguese Lead Teacher on CCL
FLIPPED CLASSROOM
WHAT, WHY AND HOW

FLIPPED CLASSROOM
FLIPPED CLASSROOM
WHAT

Learning at Home

Practicing in School
FLIPPED CLASSROOM

WHY

Teachers
• More time to help students who need;
• Time to practice exercises with the students;
• Explore deeper some subjects and topics;
• Challenge students to create products.

Pupils
• Explore the resources the number of times they need;
• Learn anytime, anywhere;
• Personalised help when struggling with a certain topic;
• Explore deeper a subject or topic.
**FLIPPED CLASSROOM**

**How with homework**

- Learn anytime, anywhere.
- Explore videos and other digital content that reinforces learning.
- Gain autonomy and responsibility.
- Explore documents and create summaries.
- Search for deeper learning.
- Play, listen and explore with motivation.

**In the classroom**

- Challenge students to exchange ideas.
- Help students who need.
- Differentiate activities.
- Provide feedback and orientation.
- Engage pupils in meaningful projects.
- Create a supportive learning environment.
- Promote collaboration.
- Provide technology and share additional resources with pupils.
1st Grade Flipped – Huge Challenge

• 1st Grade (5 and 6 years old students)
• Lack of Autonomy
• No background on ICT
• Parents’ reluctance
• Few resources
THE SCENARIO
Before Tablets

Oral Discussions

Explore in the Classroom
- Letters -

Presentations without Technology
- Odd and Even Numbers -
YEAR 1 – PROJECTS AND PRODUCTS

With the Tablets

- Adding -
- House Divisions -
- Greater and Less Than Signs -
- Measuring -
- Math and Coding -
- 10 Frames -
- Aquaponics -
CHALLENGES/BENEFITS

Conclusions from the 1st year
Flipped Classroom Scenario

PROS

- New learning approaches in the classroom
- Production of Resources from Pupils
- Collaborative Work
- Students reinforce learning during the process of creating a product
- Excitement with the scenario
- Motivation from the students
- Exchange of Ideas

CONS

- Most of the times, students didn’t explore the resources.
- They always think of homework as homework, not as a Learning Opportunity
- Problems with devices
- Resistance from Parents
- Students too young to explain to their colleagues what they have learnt
- Problems articulating all the teachers in Secondary School
- Adapting the Scenario to different ages
OBSTACLES

Sometimes technology can be a problem
OBSTACLES

The school system and the society

“This is everything very interesting but what I want is that my son have good results on exams.”

Parent

“Playing games and exploring OneNote is exciting for her, but when it comes to exams, I demand that she studies by the text book.”

Parent

“My dad says I can’t use the tablet in the week of tests.”

Pupil
THE 2\textsuperscript{ND} YEAR OF CCL

Liberating learners (Independent Learners)
The tablets enriched everyone’s learning experience;

The students took more decisions about how they learn;

The process of creating a final product helped students structuring the way they think and the learning process was more meaningful

The students felt more confident in the use of the devices and that allowed them to explore even better the resources and the apps, improving their final products every time they had a new project.

1:1 approach was mostly use at home. In a flipped classroom model. In the classroom we focus our work on collaboration and most of the times pupils shared devices.
THANK YOU!

Read more: http://creative.eun.org
Contact us: creativeclassroom@eun.org

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