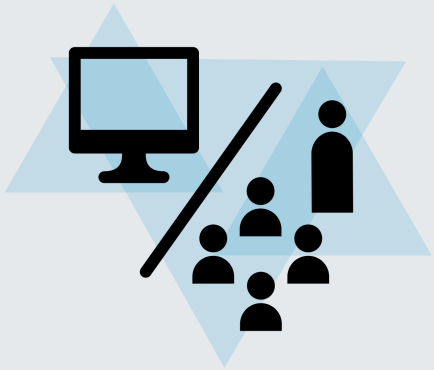# FLIPPED CLASSROOM

WHAT IT IS

Learning material is handed out before the online session. When the session takes place, learners discuss what they understood or learned from the text.

IDEAL FOR

Taking learning to the next level as learners to go from receiving and comprehending content, to revising and discussing. It also allows people to do passive learning in their own time.

5-25

15 min

HOW IT WORKS

At least one week before the online session begins, the moderator delivers learning material to everyone via email, (this could be an article, video, report, etc). The moderator explains that the material should be read before the session as there will be group discussions about it. 1-3 questions are also listed for learners to reflect on when they read the text.

The moderator should highlight that learners will get more out of the session if they read the text beforehand. Try to not let the learning material be too heavy, as the flipped classroom segment is only 15 minutes long.

When the flipped classroom segment begins, the moderator explains that breakout rooms will be randomly assigned for learners to discuss in smaller groups. IT support should be working in the background to assign people to the right room.

The moderator should make it clear how much time the learners will be in their breakout rooms and they discuss all or just one question. If each group discusses one question, make sure you allocate the questions so the discussions are diverse.

After the time is up, the moderator closes the breakout rooms and gives each group one minute to summarise their discussion.

REQUIREMENTS

Roles:

- 1x moderator
- 1x IT support

Software:

- Breakout rooms

Supplies:

- Learning material (to be handed out beforehand)

INSPIRATION

[1] Video (7:41): What A 'Flipped' Classroom Looks Like

[2] Article: 7 Unique Flipped Classroom Models Which is Best for You?

preparation   opening   main   closure   follow-up
social   input   assessment   reflection

Disaster Risk Financing & Insurance Program

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WORLD BANK GROUP

CONSIDERATION CHECKLIST

☐ Know what topic you want the learners to learn and discuss

☐ Research appropriate material and time it should take to read and analyze it

☐ What questions will help learners to reflect on the text based on the learning goal?

ADD ON

Before assigning breakout rooms, the moderator explains how the teams should assign a note-taker for the group discussion. It is the notetaker's job to summarize the group's points and presents during the one-minute sharing round.

INPUT AND EXERCISE

For learners to comprehend knowledge immediately after an input session, then the "Input and Exercise" method is an alternative option.

During the introduction, the moderator explains that an exercise will take place during the session and learners should have a pen and paper nearby. It should be clear that the exercise is not a test but a way to assess how much people have learned from the online session.

When creating an exercise, the moderator should think of its objective and the added value learners get from doing it. It can include multiple-choice questions, filling in the blanks of sentences, completing a task, or filling out long-answered questions.

After the input, the exercise sheet is displayed on the screen for learners to fill out. It should take no longer than 10 minutes.

Once time is up, the moderator goes through the answers by providing the correct answer, talking through sample solutions, or using a peer-facilitated approach where all learners are invited to discuss the solutions. The moderator can invite 2-3 people to share their approaches to solving the exercise.

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