



21. april, 2017
Haderslev

FLIPPED LEARNING

- et blik ind i en UC SYD-didaktik

BLIV KLOGERE PÅ...

Flipped learning er en pædagogisk og didaktisk tilgang til undervisning og læring, som intenderer et dynamisk læringsfællesskab, hvor eleven eller den studerende kommer i centrum for egen faglige udvikling.

Flipped Learning handler om i høj grad at guide, vejlede og stilladsere læreprocesser mere end at undervise eller forelæse "traditionelt". Fokus er på at sørge for at skabe sammenhæng mellem elevernes forforståelse, handlemuligheder og refleksioner ind i et fagfelt.

Undervisere fra **UC SYD** har gennemført et projekt, som har undersøgt Flipped Learnings potentiale som didaktisk fundament for udvikling af en særlig syddansk professionsdidaktik.

Undviserne har afprøvet, skabt viden om og udviklet pædagogisk-didaktiske designs som anvendelses-orienterede bud på, hvordan man kan arbejde med **Flipped Learning** i **professionsuddannelserne**.

K O M O G V Æ R M E D

Kom og bliv klogere på hvad **Flipped Learning** er og hvordan det kan influere på din undervisning!

Tilmeld dig her:

<http://www.fritilmeld.dk/flipped>

Seneste tilmelding d. 16. april

PROGRAM

- 09:00 – 09:15 VELKOMST / WELCOME**
E204 og E205, Peter Holmboe
- 09:15 – 10:00 INTRO TIL EN DIDAKTIK OG DESIGN
BASED RESEARCH / DESIGNING
FLIPPED LEARNING**
Lok. E204 og E205, Hildegunn Juulsgaard Johannesen
- 10:15 – 11:00 SESSION 1**
Lok. E109, E110, E111, E112
- 11:00 – 11:15 KAFFE / COFFEE**
- 11:15 – 12:00 SESSION 2**
Lok. E109, E110, E111, E112
- 12:00 – LET FROKOST / LIGHT LUNCH**

WWW.FLIPPED-LEARNING.DK

SESSIONER

Scenarios for FL-resources in teacher education

Rikke Christoffersen Denning (rchr@ucsyd.dk)

When student teachers develop learning design based on Flipped Learning the process will support their reflection on their own teaching competencies. And by developing Flipped Learning videos the students support both their teaching skills, their ability to relate theory into a practical context, their performative and communicative competence and the identity as a professional. This short presentation focus on the principles of the students work on the development of FL-learning resources. And it will outline three possible scenarios for working with FL-resources in teacher education.

Flip your body in physical education – the inner game of flipped learning

Martin Elmbæk Knudsen (mekn@ucsyd.dk)

In physical education teacher education two courses were completed. In the first course (“Flipped Learning Classic”) the preunderstanding was processed with videos. In the next course (“Flip the body”) the preunderstanding was different, and was in contrast processed through physical practices. The bodys sensed experiences became the knowledge base to reflect upon. Basically, these practical experiences created a need for theory, in contrast to demonstrate theory in physical practice.

The transformation of a learning design

Hanne-Lene Hvis Dreesen (hlhd@ucsyd.dk)

Participants with weak educational qualifications cannot not avoid the requirements of the lifelong learning framework. On that basis, I have investigated how Flipped Learning can support students, who are taking part of formal education within in the qualifications framework level 5 in continuing training. It turned out that videos, when replacing reading, motivated the participants and supported their sense of mastery and learning. Simultaneously, my pedagogies and didactical approaches changed radically because I moved the traditional presentations away from the classroom and used the gained time with more varied and student centered activities.

We found that applying the Flipped Learning approach made an overall positive difference to the students’ knowledge acquisition and learning outcome.

SESSIONER

Flipped learning in a 100% digital teacher education

Lars Holbæk Pedersen (lahp@ucsyd.dk)

University College Syd has established an online education with Flipped Learning as an integrated and essential part of the pedagogical mindset. The “DNA” of the education is inquiry- and projectbased with important and clear references to Flipped Learning. What are the challenges and benefits of a pedagogy based on project work and E-portfolio concerning students learning and retention in the teacher education?

Intro til flippede videoer (dobbel-session)

Anders Schunk (andersschunk@gmail.com)

Anders Schunk, er uddannet lærer og har arbejdet med Flipped Learning i sin undervisning i folkeskolen. Han har stor praktisk erfaring i hvordan Flipped Learning ændrer undervisningen og har de seneste rejst landet rundt med kurser og oplæg om Flipped Learning.

Anders Schunk giver på denne workshop en introduktion til videoproduktion i forbindelse med Flipped Learning. Workshoppen lægger op til, at deltagerne selv producerer videoer, der er rettet mod undervisning.

På workshoppen arbejdes med forskellige muligheder for at lave tavlecast, skærmoptagelser og video optaget med fx en mobiltelefon. Derudover bliver der arbejdet med at dele videoer online, og produktionerne vil efterfølgende blive evalueret med feedback i plenum. Workshoppen henvender sig til både til dem, der er nybegyndere inden for videoproduktion og de, der gerne vil effektivisere deres arbejde med dette.

