The Flipped Learning Model

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Flipped Learning is not a specific prescriptive methodology for teaching. Flipped Learning is focused on learning activities that take place beyond traditional lecturing. The model represents a shift in education, emphasizing the need to re-examine the most common approach to teaching. The Flipped Learning Model consists of seven core dimensions that are dynamically related to each other.
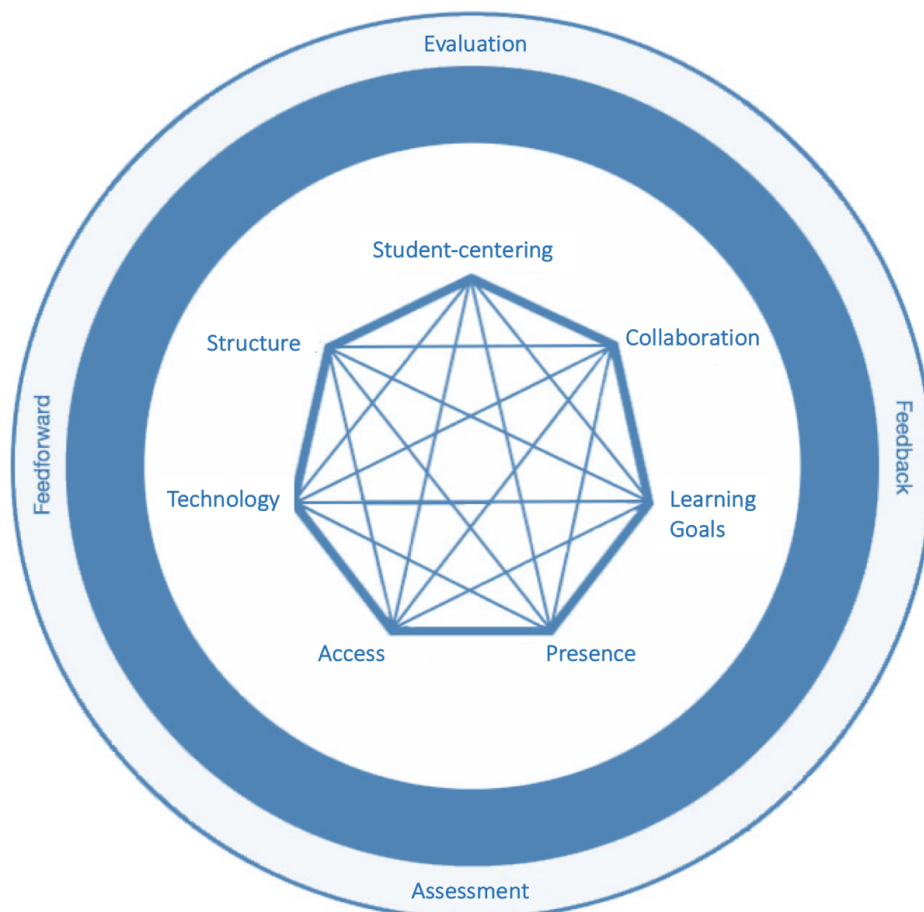
The dimensions in the model embrace a wide range of learning approaches and are not attached to a specific methodology or pedagogy, but are all fundamental elements that should be reflected upon and incorporated in all designs for learning.

Therefore, the dimensions of the model will not always be of equal importance. In some approaches to learning, the activities and actions may rely on and emphasize a certain element of the model and in other approaches the focus may be on other dimensions.

Thus, the model is a generic model that can and should build on the teachers' understanding of learning, relations, communication, approaches, etc. In this way, the model is more a guide and roadmap for the teacher, so that he/she will have concrete and firm points to stick to, when navigating the "landscape" of education.

The model consists of three interrelated elements:
1. The inner core dimensions
2. The generic circle
3. The evaluation circle

The elements are all interrelated, intertwined and build upon each other. It is possible to emphasize certain parts, but none should ever be left out.

The seven core dimensions

The model acts like a spider's web. If one dimension is changed or affected, for instance by a specific approach towards collaboration or technology, this will have an impact on the other core dimensions and the two surrounding circles.

Student-centering

This dimension focuses on how the students can be engaged in their own learning. Student-centering means focusing on each student's interests, abilities, and learning process, with the teacher as a facilitator of learning. The student is actively engaged in his or her own learning process and has an influence on how the learning goal is reached and which technologies are used. The most important point of this is to acknowledge the student's voice as central to the learning experience.

The teacher challenges and supports, according to the student's potentials and pace.

Through this dimension, the individual student becomes able to create connections between learning goals and his or her life experience.

The teacher asks the question: *How do I ensure that my students are the center of their own learning process?*

Collaboration

The dimension of collaboration focuses on how, when and why students work together to achieve a certain learning goal. Do the students cooperate or collaborate? How is their work environment, virtually as well as physically? Do they work together in face-to-face sessions or asynchronously over the Internet? Another focus in this dimension is supporting the students in discovering their own roles in group work. Where are their strengths and weaknesses when they are involved in a group and how do they contribute actively?

The teacher asks the question: *How do I provide a framework for collaboration, where students are active and reflective on their own involvement?*

Presence

This dimension addresses the presence of both teacher and students that is necessary to maintain a continuous flow of learning. An "absent presence" may include facilitation by video and/or any online activities that the teacher or students participate in. In this way, learning and teaching is not attached to a specific place or time, but can take place anywhere and at any time.

The dimension of presence challenges the way we traditionally think about school, teaching and learning. It is not only the presence of the teacher that is addressed, but also how the students and their formal and informal networks are used in the process.

The teacher asks the question: *When, where and how are my students and I present in the learning process?*

Learning Goals

Visible and understandable learning goals are essential to both teacher and students, as they are tools for navigating through learning processes. Learning goals create transparency for the students, who can instantly evaluate on their progress. The goals are set by the curriculum, but

teachers and students can create milestones that ensure progression in the right direction. Visible learning goals offer a chance to see and express signs of learning for both student and teacher. Learning goals are more "static", while milestones should be flexible and adjustable when needed to support the student.

The teacher asks the question: *How do I help my students understand their learning goals and how do I combine this with the other core dimensions in a meaningful way?*

Access

Digital resources and the Internet make instant access to knowledge and information possible. Therefore, this dimension addresses accessibility to the content needed by the student. Which resources should not only be accessible at school, but also at home or in other learning contexts outside the classroom?
Besides books, videos and other digital materials, the teacher is also an important resource. Therefore, this dimension also addresses the students´ access to the teacher, as it is important to question whether or when they need help or guidance. This access does not need to be face- to-face but can also be online, synchronously as well as asynchronously.

The teacher asks the question: *How do I provide access to relevant resources for my student during their learning process and when am I accessible to them?*

Technology

This dimension addresses the use of technology in the classroom. Teachers can use different technologies and may distribute, communicate or create collaborative work environments on different platforms. At the same time, technologies can help to give students the opportunity to transform knowledge into professional products and meaningful contexts.
Thus, it makes sense to speak about extended learning "spaces" as rooms, social communities and practical training spaces for students and teachers. These spaces can be physical or virtual.

The teacher asks the question: *Should I introduce new technologies or use familiar ones? What will be the impact of these technologies?*

Structure

Structure addresses the design for learning. There are two divergent ways to design - either a "closed" design or an "open" design. The closed design is highly controlled by the teacher, who decides how, when, where the students engage. The students do not have any influence on activity, choice of resources etc.
In the open design, the framework is set in a looser manner. It could just be a topic or the learning environment itself. The more open the design, the more student-centered the design will be, since the student will need to take actions and decisions into their own hands. Structure is a dynamic variable and will often depend on other choices in the model.

The teacher asks the question: *How and where in my teaching design do I open and close the design?*

The Generic Circle

The grey circle in the model reflects the generic character of the model. In the grey circle a teacher can place different learning approaches – such as an inquiry-based learning approach, an instructional learning approach, etc. Each learning approach will build upon specific dimensions that will affect and combine the seven core dimensions and the dimensions of the evaluation circle in a dynamic process. If a teacher chooses, let's say, problem-based learning this will lead to certain views on structure, views on collaboration, views on assessment, etc.

The Evaluation Circle

The outer circle focuses on evaluation. How do the teacher and students provide and receive feedback?

Evaluation and assessment

These evaluation types act as counterpoints. Where evaluation is formative and part of an ongoing learning process, assessment is summative and ends a process by measuring the outcome - very often by a given grade.

Evaluation and assessment are both typically used at the end of a longer learning process or learning activities such as a project. The long term aim of evaluation and assessment is providing evaluation that can be used and transferred into broader contexts. This means that focus is not on the here and now, but also on both past and future learning processes, where students are challenged in different ways - to support or to give them a push forward, depending on what is needed.

Feedback and feed-forward

These evaluation modes are instant and rapid. They focus on providing evaluation that can be used during the on-going process. Feedback is retrospective, while feed-forward means giving advice and instruction as to the future actions of the student based on experiences from the past: *"You just did... what should your next move be and why?"*, etc.

Feedback and feed-forward are "here and now evaluations" that instantly and continuously help the students in monitoring their own progress towards learning goals.

What have I learned, and what do I still need to learn?

Reference:

Hachmann, Roland & Holmboe Peter (2014): Flipped Learning – mere end bare video, Praxis