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European Union

# Flip On

## Flipping the Classroom for Better Learning in Adult Education

2024-2-RO01-KA210-ADU-000286418

### A1. Introduction to Flipped Learning Guide for Trainers on Flipped Learning Unit 1- The Flipped Learning



## INTRODUCTION

### Aim of the Unit

This unit aims to familiarize the adult trainers with the concept of flipped learning; its definitions, limitations, use, advantages over traditional education methods.

### Learning Objectives

By the end of this unit, adult educators will be able to:

- Explain the theoretical foundations and educational rationale behind Flipped Learning.
- Identify and describe the four core pillars of Flipped Learning (Flexible Environment, Learning Culture, Intentional Content, and Professional Educator).
- Compare traditional teaching methods with the flipped classroom approach in the context of adult education.
- Recognize the benefits and challenges of implementing Flipped Learning for adult learners with diverse needs.



## 1. Flipped Learning

### What is Flipped Learning?

The flipped classroom model reverses the usual way of teaching and learning. While there is no single definition, it is generally understood that in this approach, Learners explore new topics on their own through instructional materials (often online) before class. This change allows class time for checking understanding, collaborating on activities that reinforce the material, and actively engaging with classmates and the teacher.



The most common way to describe a flipped classroom is as a setting where homework-style activities are brought into the classroom, while lectures and initial learning are done by Learners beforehand on their own.

Two main factors have driven the adoption of the flipped classroom model:

- The widespread availability of online videos, resources, and information
- The unsatisfactory learning results typically seen in traditional classrooms



Image Source: <https://musingsofanadultnurseeducator.wordpress.com/reflective-writing/the-flipped-classroom/>

The flipped classroom approach empowers learners to take ownership of their learning by setting personal goals, engaging with instructional materials and activities at their own pace, and receiving support from both teachers and peers. Rather than centring the teacher, this model creates



opportunities for Learners to participate in meaningful, collaborative classroom activities. It allows them to practise new concepts during class time, address misunderstandings, and strengthen their understanding. This process helps learners organise and internalise knowledge in a way that makes it more accessible and applicable in future contexts.

## 2. The Four Essential Elements of Flipped Learning

**Flexible Environment:** Learners are given freedom in how and where they learn. Classrooms are adaptable, supporting various activities like group work or independent study, and timelines are flexible to suit individual learning needs.



I'm on call for quick check-ins—whether it's one-on-one, in small groups, or with the whole class—whenever Learners need a nudge or a deeper dive.

During class, I gather evidence of learning on the spot, jotting down what I see so tomorrow's lesson meets Learners where they are.

I regularly team up with fellow educators, reflect on what's working (and what's not), and keep evolving my practice.

**Learning Culture:** The focus shifts from teacher-led instruction to student-centred learning. Learners take an active role, engaging with content at their own pace and using class time for deeper understanding through interaction and discussion.



I carve out both the *places* and the *moments* where Learners can talk things through, mull ideas over, and process what they're learning at their own pace.

While they work, I keep an eye on how everyone's doing so I can tweak the plan if something isn't clicking.

I give Learners multiple routes to grasp a concept and show they've mastered it—no one-size-fits-all here.

**Intentional Content:** Teachers carefully decide what to teach directly and what can be learned independently. This frees up class time for active learning methods such as problem-solving, collaboration, and peer instruction.



Learners dive into purposeful tasks where they take the lead instead of watching me perform at the front.

I build in scaffolds—clear steps, helpful prompts, and targeted feedback—so every learner can jump in and succeed.



**Professional Educator:** Teachers are crucial as facilitators and guides. They observe, provide real-time feedback, and adapt instruction to support student needs, using classroom time for rich, personalized interaction.



I spotlight the key ideas, package them in bite-sized resources (often short videos), and let Learners explore them on their own schedule.

By tailoring those resources, I make sure each student finds the material understandable, engaging, and relevant.

### Differences between Traditional classroom and Flipped learning

In the traditional educational model, Learners commonly engage with instructional content through textbooks and practice problem-solving independently at home, while direct instruction or lectures take place during class time. In contrast, the flipped classroom reverses this structure: foundational content is introduced outside of class—often through pre-recorded video lectures or other digital resources—while classroom time is reserved for the application of knowledge through active, collaborative learning.



The flipped classroom strengthens educational technologies to deliver content asynchronously, including videos, readings, digital assessments, online discussions, and research tasks. Learners engage with these materials independently, at their own pace and location.

Classroom time, once used for delivering content, is now dedicated to deeper learning activities such as problem-solving, peer collaboration, discussion, creation, and critical thinking. This shift enables teachers to address higher-order cognitive skills—such as analysis, evaluation, and creation—based on Bloom's Taxonomy, while lower-order skills like remembering and understanding are addressed before class.

This model redefines the roles of both teachers and Learners. Teachers transition from being the primary source of knowledge ("sage on the stage") to facilitators or guides who support and assess student learning in real-time. Learners, in turn, become more active and responsible participants in their education, shifting from passive recipients of information to engaged learners who contribute to and shape their own learning processes.



Ultimately, the flipped classroom transforms the classroom into a dynamic workshop environment where the focus moves from simply covering content to achieving mastery through meaningful, interactive learning experiences.



### Traditional Classroom

The teacher plans and teaches the lesson during class.

Learners mostly listen, take notes, and follow along with the lecture.

After class, they're given homework to show what they understood.



### Flipped Classroom

The teacher creates or shares lesson videos or materials for Learners to explore at home.

Learners watch or listen to these resources before coming to class.

In class, they dive into practical activities and deeper thinking tasks.

The teacher and classmates are there to help when questions or

## Advantages and Disadvantages of Flipped Learning in Adult Education

### Advantages of the Flipped Classroom

- Learners can access and revisit theoretical or lecture-based content at their own pace.
- Videos allow learners to pause, rewind, and review parts they find difficult or particularly interesting.
- Classroom sessions can focus on active learning, discussions, and practical applications instead of passive lectures.
- The flexibility of media and class time activities accommodates different learning styles and paces.
- Learners participate more actively through hands-on tasks and authentic, real-world learning experiences.
- Provides a structured model for educators moving from a traditional, lecture-based approach to a more student-centred method.
- The approach aligns with experiential learning cycles, promoting deeper understanding and long-term retention.



## Disadvantages of the Flipped Classroom

- Learners may not have equal access to devices or internet at home, which can disadvantage those from lower socio-economic backgrounds.
- Families may feel burdened to provide technology access outside school hours, creating inequality and stress.
- Some Learners may not yet have the self-regulation or maturity needed to manage independent, home-based learning effectively.
- Not all learners benefit from video-based instruction, especially those who do not retain information well through auditory means.
- Successful implementation may require additional funding and professional development for educators.
- One of the biggest challenges is deciding how to use the freed-up class time meaningfully, which demands creativity and pedagogical skill.
- Despite being a simple concept, the flipped model is easy to apply poorly without a thoughtful strategy, leading to student confusion or disengagement.

## Practical Ideas for Implementing Flipped Learning

When introducing the flipped classroom model, it is advisable to begin with small tasks and simple materials to ease both teachers and learners into the approach. Piloting these materials with one or two groups initially can help ensure their appropriateness in terms of level and engagement for the entire target audience. A wealth of ready-made instructional videos is available on platforms such as YouTube—for example, tutorials on using tools like Microsoft Word—which can save time and provide high-quality content. Incorporating educational games and interactive tools such as Kahoot, Seppo can also enhance student motivation and engagement. For instance, Learners could be assigned to explore cultural topics through videos and then reflect on the content by forming their own opinions, fostering deeper understanding. Ideally, flipped learning should be introduced at the start of a course, as integrating new methodologies later may be more challenging. However, it can also be effectively used as a motivational strategy to revitalize learning with an existing group, even if the method is new to them.



Here are some concrete examples of implementation ideas with adults using flipped learning;

- **Case Study Discussions**

Learners apply pre-class knowledge to real-life scenarios.

Example: After watching a video on sustainable business models, learners analyze a case study of a local SME and propose improvements.



- **Problem-Solving in Small Groups**

Groups tackle open-ended challenges using concepts from the pre-class material.

Example: After learning about EU project management steps, learners draft a mock timeline for a new initiative.

- **Hands-On Practice / Simulations**

Replicate real-world tasks or procedures in a safe, guided setting.

Example: In a digital skills course, learners practice editing a document collaboratively after watching a video tutorial at home.

- **Peer Teaching & Micro-Presentations**

Learners take turns explaining concepts to one another.

Example: Pairs prepare and present 5-minute recaps of assigned topics from the pre-learning content.

- **Socratic Seminars or Debates**

Structured discussions to deepen understanding and critical thinking.

Example: After exploring ethical dilemmas in pre-class reading, learners engage in a debate or moderated dialogue.

- **Quick Quizzes or Polls**

Use digital tools (e.g., Mentimeter, Kahoot) for instant formative assessment.

Encourages review and sparks discussion about misconceptions.

- **Project-Based Tasks**

Multi-session group projects that integrate multiple topics.

Example: Learners work on designing a community outreach plan using all course modules.

- **Learning Stations or Rotations**

Different "stations" with tasks (e.g., hands-on activity, peer feedback, digital quiz) based on pre-class input.

Keeps the session dynamic and learner-centered.

- **Reflection Journals or Learning Logs**

Learners reflect on what they've learned and how they've applied it.

Can be shared verbally or submitted digitally for instructor feedback.