






Method: flipped classroom and speed tutoring

In UCLL, Raf Sondervorst initiated the flipped classroom method and speed tutoring in his course 'Pedagogy' (Faculty of Social Work). He used this approach twice and in total 120 students participated.

Raf rolled out this didactical approach in several steps :

<p>With his colleagues, Raf first selected the goals and content for this didactical approach : students should be able to describe and compare in their own words the different theories of pedagogy and school of thoughts. He referred to an article in the course reader that was put at the disposal of all students.</p>	 <p>Theories of pedagogy (school of thoughts)</p> <ul style="list-style-type: none"> Goal : <ul style="list-style-type: none"> students can explain in their own words what are the basic theoretical ideas of these pedagogical theories; they are able to describe at least 3 contextual elements , situating the rise of these theories As a skeptic, they can easily formulate at least two critical thoughts in relation to all pedagogical theories Students can explain in their own words some methodology and practice linked with each pedagogical theory. sources: <ul style="list-style-type: none"> Reader: article with 4 school of thoughts of pedagogy Other resources in library, internet, ...
<p>Two weeks before he wanted to introduce the flipped classroom method, Raf divided the group of 120 students into 4 groups as there are four schools of thoughts in pedagogy to be discussed. He made the division by giving every student one coloured paper (blue, green, red, yellow). He pointed every group of students to one specific school of thought on pedagogy.</p>	 <p>preparation</p> <ul style="list-style-type: none"> Instruction on the learning platform Instruction during the course (in aula) two weeks before <ul style="list-style-type: none"> Explaining goals and aims Practical settings : division into 4 groups by coloured papers 
<p>Students were given instructions to read their part of the text connected to their study object (one school of thought). The next week they were connected with another student who belonged to their group (and had to read the same part of the text) . In a speed-dating session they had the possibility to ask questions to each other to clarify the theory of pedagogy they had to study. This process was repeated twice.</p>	
<p>If there were remaining questions, students had to write them on a learning platform, so other students (but still within the same group (colour) could give an answer.</p>	
<p>After this step, the next week, students came back to the aula. They were put together in small discussion groups. For every school of thought (with own colour of paper) Raf ensured there were at least two students in one group. Students had to bring along their coloured paper, so forming the groups seemed to be easy.</p>	 <p>Implementation</p> <ul style="list-style-type: none"> Used methodology 1 : each group reads one part of the text at home: <ul style="list-style-type: none"> For example green = ecological pedagogy ; red: empirical analytical pedagogy... Used methodology 2 : <ul style="list-style-type: none"> 1: reading for yourself at home 2: speeddating with other student of same subgroup : clarifying topics 3: bringing students together over the subgroups (different colours)- part of the texts 4: remaining questions on the whiteboard by www.mentimeter.com 
<p>Every group discussion was given instructions to focus on the same questions for analysing each school of thought: what is the main idea, what is the context in which these theories could emerge, could you formulate some critical aspects, etc.</p> <p>At the end of that discussion students could put any remaining questions on www.mentimeter.com. Mentimeter is an easy to use online tool where individuals can post questions and points they wish to raise for everyone in the group to see. Then the whole group discussed the questions that emerged on Mentimeter.</p>	

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