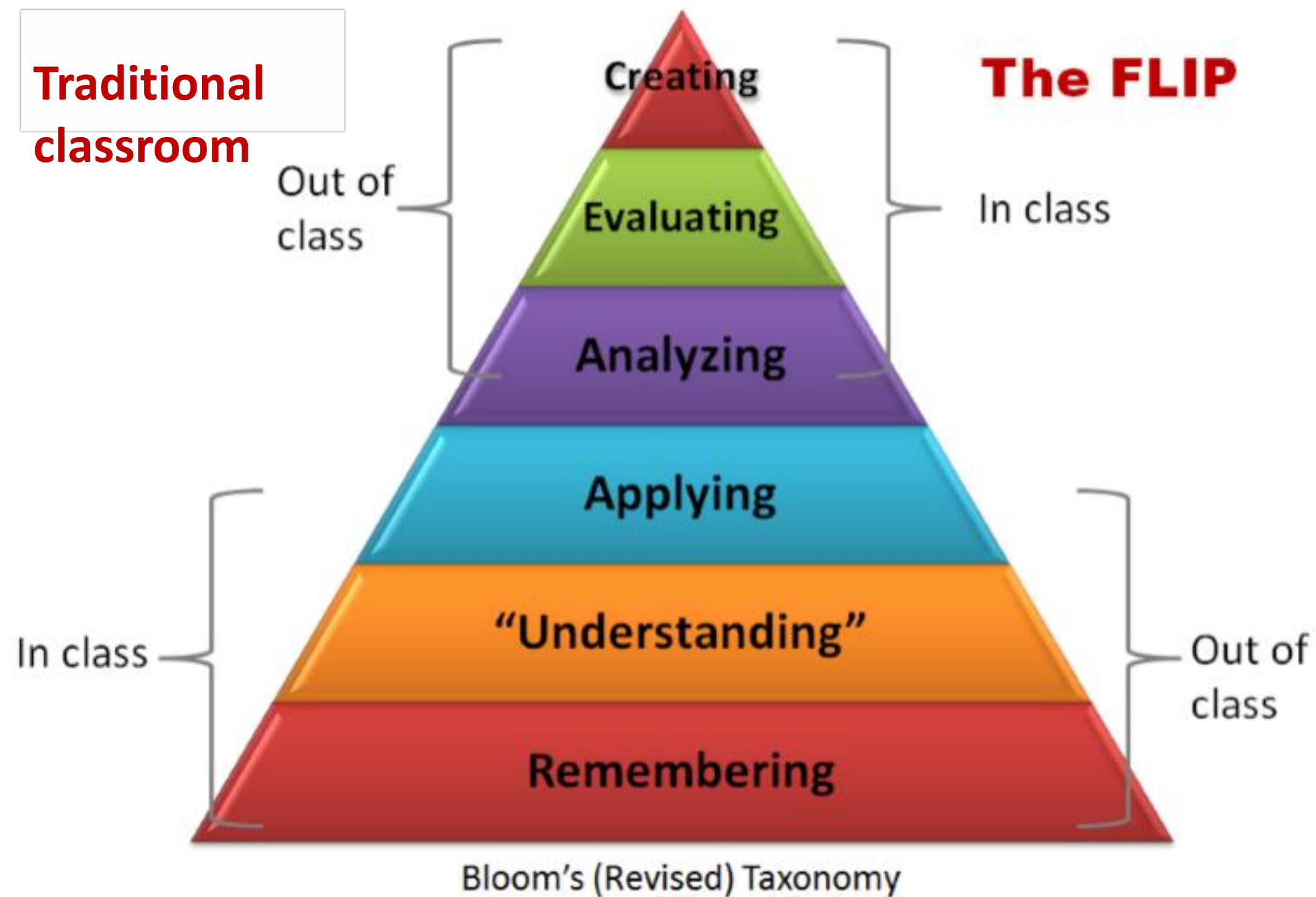


You can't learn to swim unless you
get into the water

Flipped classroom

People construct meaning, understanding and knowledge of the
world through experience and reflection



Nowadays the world has changed and the teachers have to remodel themselves, to find out new ways to impact on students.

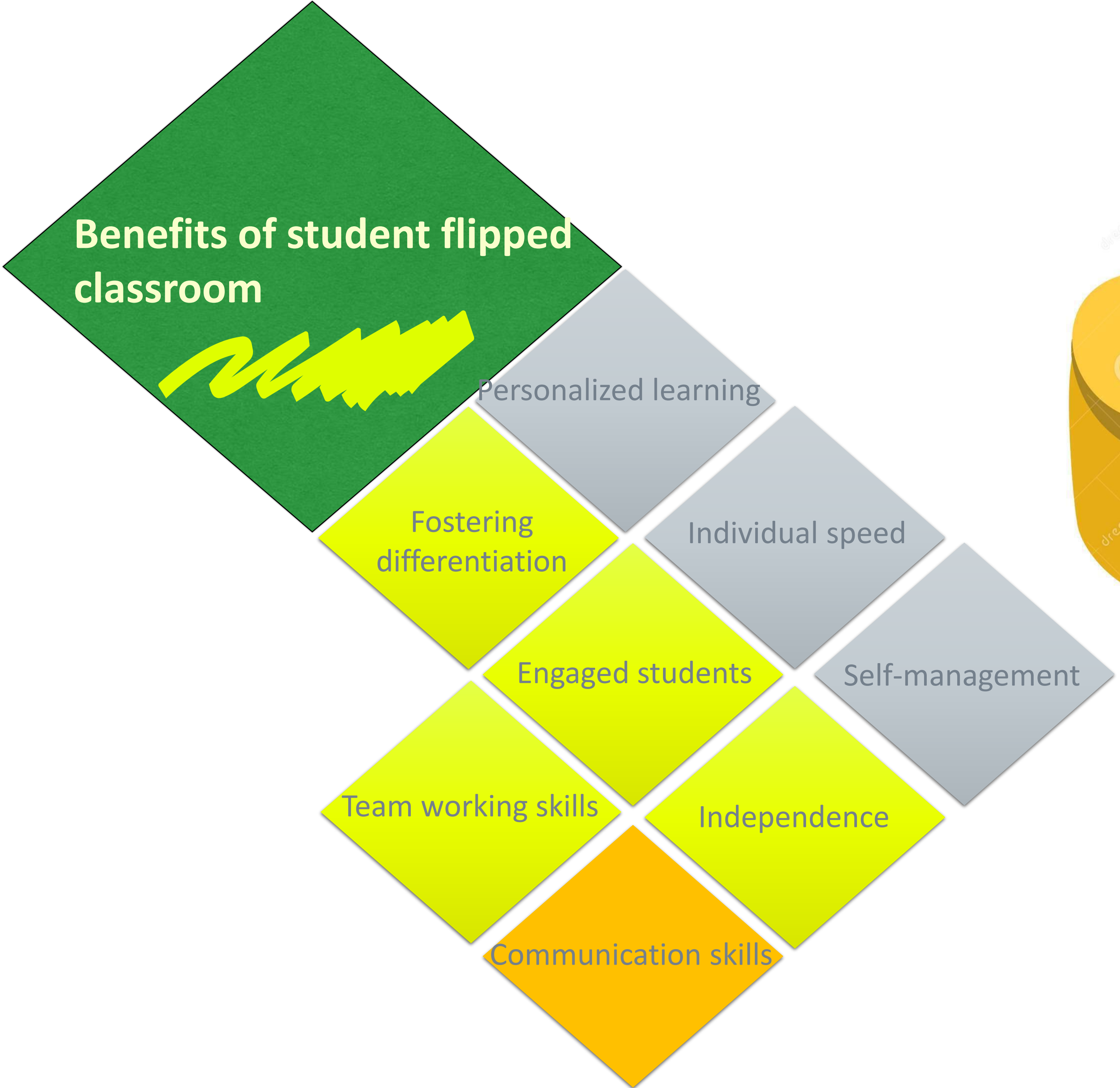
Through the new approach Flipped classroom:

- ❖ Each student learns at his own pace;
- ❖ Students come to school more self-confident and motivated;
- ❖ More activities in the classroom;
- ❖ Collaborative learning, students are prepared at home to contribute in class;
- ❖ Work in groups;
- ❖ Using technology;
- ❖ Teacher's role changes from lector to guide.

HOW IT WORKS?

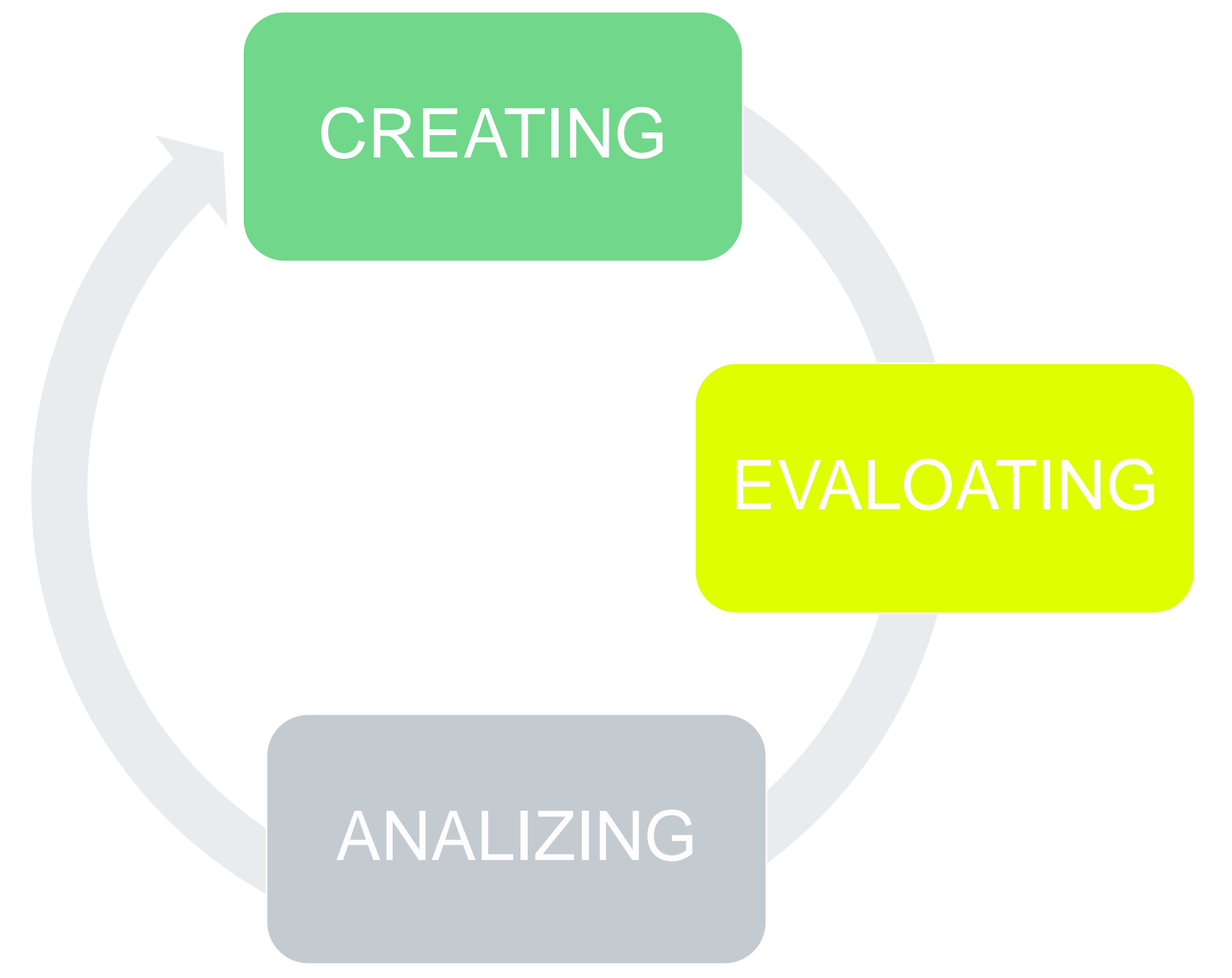
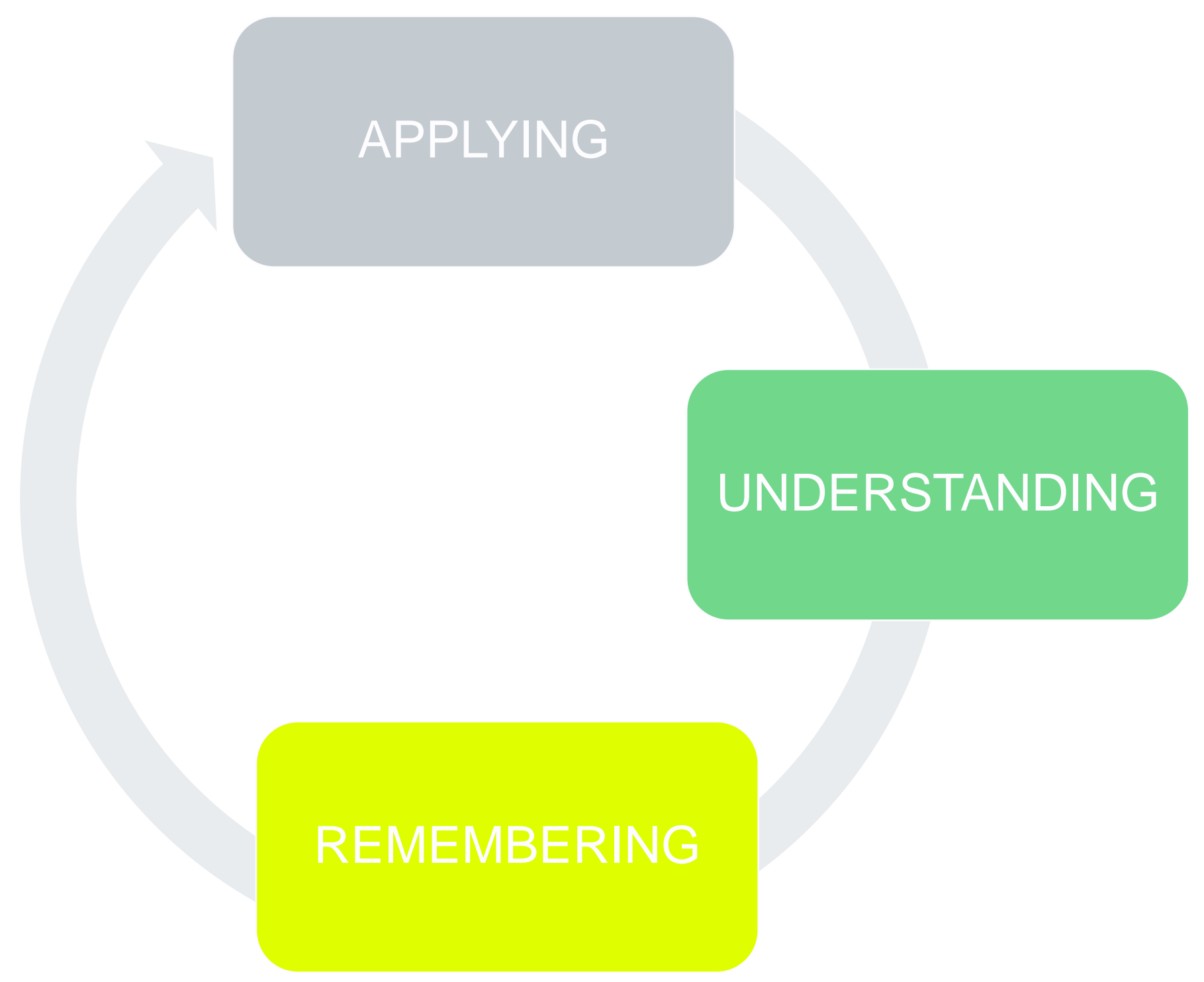
1. The teacher prepares video lessons, materials and instructions for students;
2. The students watch, read, complete tasks given by the teacher;
3. During the lesson teacher evokes questions, guides students in the classroom activities and experiments, divides class into groups, works with students who really need help, gives them feedback and encourages them. Students work on projects to put into practice the knowledge.
4. Using technologies

1. The teacher focuses on being the “guide on the side”, not the “sage on the stage”;
2. The students learn at their own speed, they can watch the video many times. They are more engaged and confident and have ownership on their learning;
3. The learning process offsets the traditional lecture. The teacher accesses the process, not the memorizing knowledge.
4. Speak with students on their own language.



HOMEWORK

Out of class



In class

CLASSROOM ACTIVITIES

School: SUEO "A. S. Pushkin", Varna

Teacher: Stanislava Kazandzhieva

Lesson Title: GGD

Subject Area(s): History

Grade Level: 9th grade

Time Needed: Home: 5-10 minutes, Class: 40 minutes

UNITS OF KEY COMPETENCY/KEY SKILLS

THE USE OF COMPUTERS IN PROCESSING INFORMATION

1. Use information from the Internet.
2. Organize and process information.
3. Do research.
4. Moderate debates and meetings.
5. Mapping in groups.
6. Play educational game on [Kahoot](#).

Learning Objectives

– To define the GGD process – to describe the routes of the explorers; – to identify the reasons and consequences; – to recognize and use the map concerning GGD.

Brief Description of Activity:

Students will use a video on the Internet. After watching the video at home, the students come to class and do the activities

Online home lecture

<https://www.youtube.com/watch?v=IhNR0dzH9Jc69+>

Activities in classroom

1. Quiz association game

The teacher says the word, the students say the first word which pops-up in their minds.

- a. Discoveries – America / Columbus;
 - b. Santa Maria – ship/ Columbus/ Caribbean island/new continent;
 - c. Magellan - ship/ circumnavigation/3 years;
2. Works in group
 - a. **Task 1:** Draw the route of everyone of explorers.
We have Magellan's team
We have Vasco da Gamma's team
We have Columbus's team

Flipped Classroom Student Learning Checklist



- b. **Task 2:** If you were the Captain of the ship, which sea route you would find out, where, why? Draw your route using Google Earth.



<https://create.kahoot.it/share/enter-kahoot-title/1bd45ec0-f7aa-4631-b2dd-ea883b8708b2>

Questions

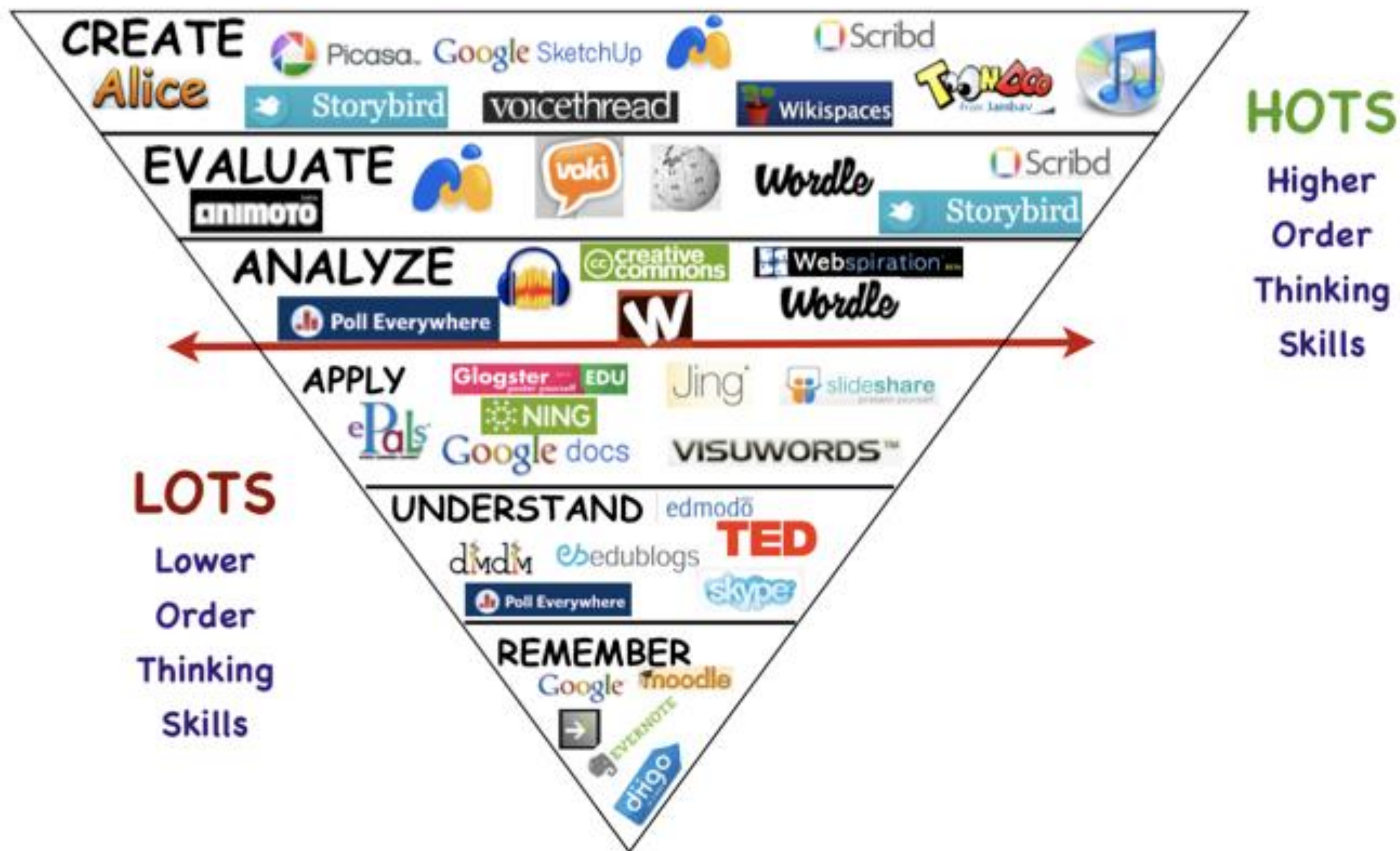
- Who has discovered the new continent?
- Who finance the expeditions?
- How Columbus named the local people in the new lands?
- Describe the term “colony” and who the founder of the first colony is.
- What was the fate of Vasko da Gamma?
- Who inspired Fernando Magellan?
- Who named the ocean Pacific?
- What was the most significant Magellan’s discovery?

3. Post the results on the screen.
4. Discuss the results and announce the winners.
5. Homework: Do the research about consequences of GGD and find up what the “Columbus trade triangle” is.

Hints: How the world trade has changed after the GGD?

Where the slaves in America come from?

Bloom's Taxonomy—Inverted



THANK YOU

FOR WATCHING!