FLIPPING THE HISTORY CLASSROOM. A PRACTICAL EXPERIENCE

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1. INTRODUCTION: THE CHANGES IN EDUCATION.

• The way our students have to learn is changing. The management that the teenagers have of technology is high and therefore it has an increasingly important role in their day to day lives so wasting this dexterity and familiarity would be an error. For this reason, many teachers dare to venture it in schools, making its presence commonplace.

• This change brings more. The methodology, which has traditionally been used for teaching, is being replaced gradually by more innovation, increasingly using the Internet and its possibilities, instead of former players such as chalk and slate. One of these new methodologies is flipped classroom. Its principles and advantages means the number of adherents is going to increase.
2. WHAT IS THE METHODOLOGY OF FLIPPED CLASSROOM?

- Classroom lessons
  LESSONS AT HOME
- Practical exercises at home
  PRACTICAL EXERCISES IN THE CLASSROOM
- The teacher is the protagonist
  THE STUDENT IS THE PROTAGONIST

- Self-construction of historical knowledge through a more autonomous learning method.
• **What do you get?**
  • More dynamic lessons
  • Review and settlement of their learned knowledge
  • Learning active, significant and for discovery.
3. MATERIALS TO CARRY OUT A FLIPPED CLASSROOM: the virtual part

A) The videos

- Projections should not exceed fifteen minutes.
- The information we give them should be treated in a clear and concise manner
- Use a dynamic intonation
- Use anecdotes in the explanation

Some pages to host videos

- TeacherTube
- KHAN Academy
- YouTube EDU

Some programs to create videos

- Jing
- aTube Catcher
- Camtasia Studio
- movente
b) EduCanon: an application to maintain attention

- This tool inserts questions throughout the video about the contents that are being addressed.
  - With this, we get students to pay more attention to what they are seeing, because they know that they will gradually be asked things that will measure the knowledge they acquire.
4. THE «CHANGES OF MENTALITY»

- **The work of the teachers**
  - Change the traditional way they teach
  - Preparation of subjects by teachers must be very high
  - There is an increase in hours of work to be done
  - Imagination and originality to plan classroom lessons that get students to settle their knowledge effectively, and also to create compelling lessons that don’t bore the audience.
  - Extraordinary effort to **motivate** students

- **The work of the students**
  - Change the way they learn
  - Responsability
  - Acquire knowledge autonomously
  - Willingness and motivation to learn
The evaluation

As for the evaluation, class participation plays a vital role. In fact it is what should be valued more because this is the factor that indicates whether the contents have been treated in the right way. The silences in class should be interpreted more as a lack of interest as an absence of doubt. The model of "inverted classroom" is conceived to do just that, to accommodate the debate and participation in the classroom, if this does not occur, the methodology has failed.

The order of participation, respect for turn-taking and peer reviews, as well as empathizing with the historical moment that is being studied, among others, are keys to the smooth running of classes.
With this method the student’s frustration is avoided. In the traditional system of education, many of them do not do homework if they have difficulties, which affects their learning as they are jumping one of the most important phases of learning: the settlement of learned knowledge. With flipped classroom, at the time that the duties are performed, students are supervised by the teacher, who will solve their doubts and help them understand the exercises. We also noticed that students who can not attend class due to illness or for any other reason, can more easily follow the explanations from home, use resources as many times as they want and have all their questions to the teacher on their return. Not only that, the gifted students will not be bored in class while enduring repeated explanations of something they understood easily. It is the students who direct their learning, organize their time and propose discussions based on the arising questions or topics of interest.
5. CLASS EXAMPLE: ITALIAN FASCISM

• To illustrate this example we have chosen the theme of fascism to 4th year secondary school children (pupils aged 16).

• The goals we want to achieve are several: first, students must assimilate political leaders and be able to interpret them in the context of the time. Similarly, they have to be clear about the differences and similarities between the two most important fascisms in the first half of the twentieth century: the Italian and German. Finally, they must be able to critically analyze the videos that are presented in the classroom. Questions concerning the policy of the dictators must be studied at home through videos that the teacher developed.

• For reasons of space, we will present how to develop a single class in the classroom, taking into account previous work at home. Obviously a subject like fascism should have the approach to be worked on over several classes that should emphasize different topics that would be interesting for the students to consider, such as the Holocaust. We will focus on Italian fascism. To prepare the class in the classroom, not only must the students have seen the video from the link we provided, but also one on general characteristics of fascism and one on German fascism. In class, we discussed an activity that will allow us to understand the rise to power of both Mussolini and Hitler.
The process of preparing lessons

1) The first thing you should do is **set the contents** that are to be explained in the video. We will make only one example, that of Italian fascism.

2) After that, **begin to outline the theory to insert it into a PowerPoint.**

3) We want students have everything clear from the outset of all the steps they must follow to guide their own learning and successfully reach the proposed goal. Therefore, we decided to make a first slide that contains a **visual infographic** (Fig.1) that summarizes this. However, it would only be desirable in the first video of the *flipped classroom* they had to work with. In the remainder, to present the objectives and an outline of the contents would be enough since it is assumed that they understand how the methodology works.

Fig.1. The visual infographic
4) The next step is to **begin looking for artwork** to better accompany it. It would be a good choice to choose propaganda posters or pictures showing the before and after, after undergoing photo retouching, widely used in dictatorships, in addition to the more conventional showing portraits of the protagonists of our explanations, newspaper clippings of the time symbols and even everyday scenes. The range of images that can be used is immense, depending on where you want to focus the attention of the students. However, we must realize that the goal is to keep the images in their head after the explanations, so many used only empower the forgotten majority. This material should be included in the PowerPoint on the theory that we have developed (Fig. 2).

Fig. 2. Examples of types of images that we can use: propaganda (top left), manipulated (top right), graphics (below, left), videos (below right).
5) Once we have prepared our discussion, we will record it. For this we must download a program that serves for this purpose.

6) After making the video, we upload it on a platform that stays in the network (https://www.youtube.com/watch?v=go65SHqghZw&feature=youtu.be).

7) Once the video is recorded, use the tool eduCanon to insert questions that are guiding the learning of our students and get to keep their attention (Fig. 3). These questions must be concise and emphasize content that does not want to be overlooked (https://www.educanon.com/public/22704/61215).

Fig. 3. When a question arises, the video is stopped and not resumed until it has been answered.
8) One could also choose to make a class blog on Blogger or Wordpress platform. Thus, the post go up we can explain to students what we want them to do while they are watching the video and the content they need to pay more attention. In these post, of course, will include links to videos that theorists must see as well as a worksheet to be filled to consolidate the theoretical knowledge presented to them.

9) The next day in class, a part shall be dedicated to resolve any questions and suggestions.

10) In the second part of the class, we will perform an activity which we have called ‘War of Speakers”. It consists in the projection of several fragments of speeches by Mussolini and Hitler. We will give students some cards in which they will have to observe non-verbal language of these two personalities. These will include the sections concerning aspects to be taken into account: hand, face and body gestures… attire, if they use some kind of papers, notes when they appear in front of the crowd following… In conclusion, all those things which can convey to an audience, much more than the words which constitute a speech. The main objective of this activity is to make students understand how these dictators achieved unprecedented power and dominate the politics of their respective countries, and even others who ruthlessly invaded. Nowadays, events like the rise of Hitler and the Holocaust, for which he was the ultimately responsible, may seem difficult to understand because we now have organizations capable of stopping such atrocities. Thus, it is interesting to know the power of persuasion of these dictators of the twentieth century and that, without a doubt, it is the main reason why their dictatorial systems succeeded.
11) After the screening of the video, the students, with the data collected on the table, initiate a discussion that will lead them to conclude which of the two leaders was the best speaker. The teacher will lead this debate and also include questions related to their political perspectives which students have had to study at home the day before. In this way students not only learn new things but we find that students register images of Mussolini and Hitler in their minds and how they acted in public, but the contents studied in the recordings are also reviewed. It would also be interesting to encourage them to look at the body language of the current politicians who appear every day on the news giving speeches and motivate them for analysis, as they have in the activity, so that they realize how essential this kind of language is.

12) This methodology involves, generally, a system of continuous evaluation, which does not exempt that a screening test is performed at the end of the teaching unit to measure their knowledge. The teacher will give much importance to the participation of students in class as well as their attitude towards their peers, their way of expressing and presenting content that has been studied ... Not only that, the intervention in the debates that arise, the resolution of questions to their peers, as well as giving ideas for possible activities in the classroom also confirm that content posted on the videos have been well settled and it will unfold with them without difficulty. This does not mean that those students who find hard to follow the method or who have a large number of questions after working at home, will be graded negatively. What is valued is the intervention, the interest, especially, the predisposition to learn. In the same way, students can be asked to prepare a report containing what they have learnt in class that they can submit on the blog. Thus, the teacher has one more element with which to evaluate.
6. RESULTS

a) Teacher results

- Activities as the proposed “War of speakers” would be relegated to the background in a traditional education system, as the time required for the preparation, and the implementation in the classroom, is big.

- The flipped classroom methodology can develop without the typical fears of having to finish explanations stipulated in sessions and not delay the class syllabus.

- We achieve more dynamic classes where students can learn much more than in a conventional class, not only by the fact that their motivation and classroom participation is higher, but because they get to review the theoretical content in a practical and dynamic way, as which undoubtedly has a direct impact on their learning.

- Students were more participatory and predisposed to attend.

- The results were excellent, in fact, there was no shortage of references made about the video and the discussion we had done. They remembered perfectly all we commented that day, because all students participated actively and felt, for a day, the protagonists of their learning.

- Without a doubt that launching an experiment with this new method is undoubtedly the most difficult step, but with effort and after a few weeks, the results may be very surprising.
b) The opinion of the students

Do you think the images (paintings, propaganda posters, maps, photographs of personalities battles, objects ...) are important in explaining History?

What would be more useful in understanding the subject?
7. CONCLUSIONS

- Practice has shown that a methodology as flipped classroom allows us to achieve an active, meaningful learning and discovery, as we quoted at the beginning of the article. Although difficult to implement it, the students usually receive it well and the results are don’t take long to be seen.

- It is necessary to clarify that flipped classroom is not a synonym of an online course where the teacher’s figure is supplanted by the screening of several videos which, students, glued to the screen, must watch one after the other and understand them on their own. Nothing is further from reality. The “inverted classroom” model makes students take responsibility for their own learning, and learn to be bound by the viewing of educational videos to get to class with some background needed for the smooth running of it. The contact between the student and the teacher is very intense, because the classes are based on this relationship. Moreover, teachers' work, as we have shown, is even higher than in a traditional methodology. Its ultimate goal is to get their students to be motivated and thereby get optimal learning results.

- However, the key to this educational methodology to succeed is motivation. Teachers should strive to ensure that students are motivated in classes and about activities that arise. If this aspect fails, the entire methodology does too. Otherwise, success will come soon.