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## Communicating with Children

### Teaching Soft-Skills: Flipped Classroom

The 'Flipped Classroom' refers to an approach to teaching where the traditional class-time and self-study activities are reversed or 'flipped'. In practice, activities can take many forms, but generally **involve students preparing for class by watching a pre-recorded lecture** or undertaking assigned reading and activities, followed by the 'lecture' time being used for interactive discussion, problem-solving and other activities with the teacher. As such the role of the teacher shifts from being the 'sage on the stage' to the 'guide on the side'.

Advantages of this approach include: an increase in interaction between students and teachers; a shift in the responsibility for learning on to students; the ability for students to prepare at a time that suits them, and as many times as meets their needs; an archive of teaching resources; collaborative working between students; an increase in student engagement and a shift from passive listening to active learning. Possible disadvantages include: the need to invest time and resources to develop courses; the possible need for technological investment; and time for both teachers and students to adapt and acquire the new skills required for this more active and self-directed approach to learning. Key to the success of this approach is that students take responsibility for their learning and come to class prepared. This can be seen as both an advantage and a disadvantage. This approach has been credited to two US maths teachers, Aaron Sams and Jonathan Bergmann. However, parallels to this approach can be seen in Team-Based Learning, and distance learning higher education programmes, such as The Open University in the UK.



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