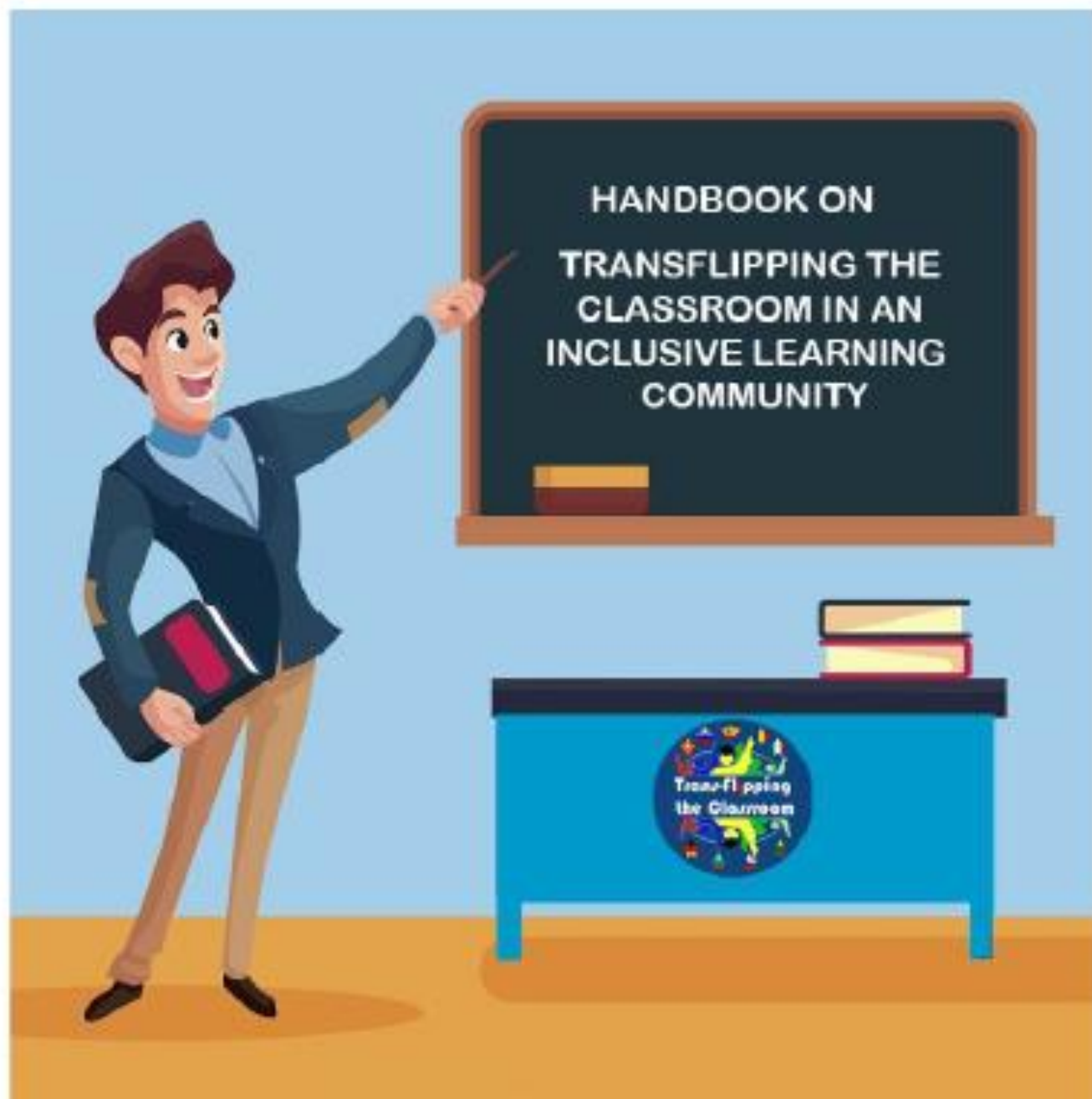




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6 CASE EXAMPLES



*“Trans-flipping the classroom in an
Inclusive learning community”*



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ORGANIZATIONS

COORDINATOR

IES LA PUEBLA (Spain)

PARTNERS

Centrum pro Komunitní Práci Severní Morava (Czech Republic)

Colegiul Tehnic Iuliu Maniu (Romania)

Europole (Italy)

Ljudska Univerza Rogaska Slatina (Slovenia)

Lodos Association (Bulgaria)

Poliprojekt (Republic of North Macedonia)

The Leibniz University of Hannover (Germany)

Utenos Svietimo Centras (Lithuania)

Verdiblanca (Spain)



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INTRODUCTION



INTRODUCTION

The main objective of the present handbook is to provide relevant information about 6 real cases of flipped instruction implementation. These case examples were conducted in the context of the Erasmus + project *Transflipping the Classroom in an Inclusive Learning Community* from November 2021 to April 2022 in different partner organizations. The handbook intends to be an open window into real teaching and learning from the perspective of the flipped classroom approach so that interested teachers and organizations can have a certain number of examples and related materials at their disposal.

To begin with, let us have an overview of the project framework, so that we can understand both the origin and the context of this work in a better way. *Transflipping the Classroom in an Inclusive Learning Community* is an Erasmus + project in the field of Adult Education which started in 2019. The main goal of the proposal was to create an inclusive learning community using the flipped classroom methodology. The first stage of its implementation was to design and develop specific materials such as videos, forums, questionnaires and other resources made by the transnational team of teachers in a collaborative and multilingual ways. All of these materials were hosted within a project platform created on Moodle which is available not only for our students but also for guests. This was a long process which lasted a couple of years since we had to follow very specific procedures to: a) organize the teams; b) set up the platform with space for the different courses and work areas; c) agree upon a calendar, a dissemination plan and a general distribution of tasks; d) agree upon the most relevant contents, especially in regards to the transnational and inclusive approach of the courses; e) write and translate the video scripts into all the project languages, f) shoot and edit the videos; g) start forums for students and teachers; h) create multimedia questionnaires on the different topics addressed in the courses; i) create feedback tools such as satisfaction questionnaires for each course and for each project activity; j) registration of students and...ready to go!



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Once the students had been registered by the beginning of the 2021/2022 school year, the project team started the second and final stage of the project which comprised specific activities following the flipped instruction methodology. In this context, the students did the video-watching and the video-related activities at home. They could also ask questions to solve doubts on the platform forums to improve their level of understanding before going to class. On these forums, they could interact with students and teachers from all the participating countries, so the transnational approach of the learning process was guaranteed. Once all this part had been done at home, they would come to the regular classroom to do more creative and collaborative activities.

This approach was so interesting and innovative that the project team included learning/teaching/training activities (LTTA) in 7 organizations so that all the participants could improve their competences for the implementation of a flipped classroom framework. All the organizations have attended at least 1 training activity and in some cases, due to the pandemic and the national regulations in each country, they have connected online. According to the plan, the participants would benefit from the observation of good practices in flipped instruction scenarios, the interaction with teachers and students, and the involvement in cultural activities related to the project contents and objectives. After the project had been approved by the Spanish National Agency (SEPIE), the challenge was to organize these LTTA activities in a methodical way and based on a common procedure so that the results were more relevant.

After discussion during the first transnational meeting, the procedure established by the project team included the following aspects and requirements:

- All the hosting teams would prepare a specific lesson plan for the training with learning objectives, and all the necessary information about methodological aspects, activities, etc. This lesson plan would be shared with



the teachers from all the partner organizations before the training took place. The lesson plan should contain tips for students with disabilities or an inclusive approach in the contents addressed.

. In addition to the lesson plan, the hosting organizations would provide different resources and tools for gathering information (triangulation). These tools were, at least, the following: a) direct observation and interaction with the participants; b) participation on forums available on the platform; c) questionnaires.

After the basic LTTA procedures had been established, the hosting organization was free to choose any course/topic according to their students' needs. For this reason, the lesson plans are focused on a variety of topics such as history, music, food and tourism, traditions or sport.

A great deal of the information gathered during this process of training has been used to elaborate this book: lesson plans, feedback, pictures and results which have been arranged as an example of all the cases forming the core of the training activities. Anyway, all the information is also available on the project platform.

The team members of the project *Transflipping the Classroom in an Inclusive Learning Community* hope this guide is useful for teachers, especially for those considering different options to implement a flipped instruction approach in their classes.

For more information about the project you can access our website and platform by using the link:

<https://erasmusplus.ieslapuebla.com/k204tfc/index.php/en/>



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THE FLIPPED CLASSROOM MODEL



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THE FLIPPED CLASSROOM MODEL

Thanks to the present project, the partners have had the opportunity to discuss numerous aspects of flipped instruction (see the course on Education and the *Transflipping the Classroom forum*), not only on the platform, but also during meetings and training activities.

In this context, the Leibniz University of Hannover did a research work about flipped instruction, so that we could have a theoretical support at our disposal before we started designing the project courses. In addition to this, the Lithuanian partner Utenos Svietimo Centras (a teacher training organization) proposed different lines of discussion on the forum and promoted participation.



Organization logo



Organization logo



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The way our project teams have implemented the Flipped Instruction Model includes different strategies, but the common core focuses on the following elements and stages:

- **First stage:** the teachers shared videos which had been made by the project teams with relevant information about the areas addressed. These videos had a multicultural approach (all the participating countries played their own role in each video). They also had an inclusive approach, always trying to make visible the difficulties of people with disabilities and/or helping them by providing subtitles in the different project languages, as well as other available tools and tips. In this respect, the Bulgarian association LODOS played an important role in the final design of one of the products which has been included as an additional material after the project approval: The 12 multilingual scriptbooks. The project team decided then to make this additional effort in order to provide more quality resources to the learners and to help, even further, those who have hearing impairment.



Organization logo

- **Second stage:** The teachers also provided questionnaires (designed in an interactive way by the teams), communication tools and other materials that the students did at home to help them remember and understand the basic ideas.
- **Third stage:** Finally, the students went to class for other types of



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activities centered on analytical and creative skills. In some cases all the learning could be done online, so the learners could follow the class from home as well.

On the other hand, besides this common core of contents and procedures, the project teams also explored different types of strategies which we could label as eclectic. The LTTA participants had the chance to observe a great variety of activities and perspectives varying from Faux Flipped Instruction, as for example the Slovenian LTTA, to demonstration-based in the case of the Italian LTTA.

There exist a few key aspects that make this project unique: a) all the materials and resources on the project platform have been created by the project teams in a coordinated way; b) the inclusive perspective has increased awareness of the different types of disabilities and helped students with disabilities to participate in flipped instruction activities; c) the interaction between teachers and students from 10 different organizations online and face to face.

Now, we will see 6 real examples based on the experience gained during 6 LTTA: Italy (November 2021); Slovenia (January 2022); Czech Republic (February 2022); Romania (March 2022); Republic of North Macedonia (March 2022); Spain (April 2022).



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CASE EXAMPLE 1

HOSTED BY EUROPOLE
Italy, 24-26 November, 2021



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HOST ORGANIZATION

EUROPOLE

Europole, also known as Polo Europeo della Conoscenza Bosco Chiesanuova is a non-profit national network of schools. This organization designs and implements *umbrella activities* involving as many schools as possible. It also works in favour of inclusion in many different ways, as for example social inclusion for refugees, citizens with disabilities, or against gender exclusion, bullying, cyberbullying, etc.



Organization logo

On this occasion, the transnational project team visited the Europole headquarters in Bosco Chiesanuova (Italy), where the participating teachers enjoyed an enriching experience having to do with the platform course Music and Traditions (see the link to the project website and platform in the Introduction chapter).



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COURSE

MUSIC AND TRADITIONS

TITLE OF THE LESSON

HOW TO IDENTIFY, CLASSIFY AND COMMENT TRACKS OF MUSIC AND TRADITIONS

- 1. Target group and level:** Adult learners normally gifted and with disabilities (deaf and blind) – K10
- 2. Learning Objectives:** Outcomes in terms of knowledge/attitude (*by using Bloom' Taxonomy*)

Bloom's Taxonomy

Traditional Model

Students are responsible for homework in these levels of understanding

Teachers introduce new material to students.

Flipped Model

Students and teachers work together during the school day on these levels of learning.

New material is introduced to students outside of class as their homework.



Blooms Taxonomy



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This lesson is targeted at the following levels of Bloom’s Revised Taxonomy:

X	Remembering
X	Understanding
	Applying
X	Analyzing
X	Evaluating
	Creating

Remember:

- Basic concepts such as melody, harmony and rhythm

Understand:

- Understand by sight and / or hearing the difference between percussion, string and wind instruments

Analyzing

- watch the videos and listen to the sounds of the individual pieces to understand the differences and similarities with respect to the examples provided during the preparatory activity
- watch the videos and listen the indications of the teachers regarding the 3 types of traditions
- try to insert pieces of music into given historical periods
- classify the traditions presented by inserting them into one of three categories (popular, religious, superstition)

Evaluate:

- describe emotions aroused by a piece of music and a tradition

3. Topic/Content of the lesson: Music and Traditions



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4. Duration of the lesson according to flipped classroom method (in total with *before, in, and post* class activities) 90 minutes

5. Task: Identify, classify and comment tracks of music and traditions

6. Students activities:

6.1 preparatory activity nr 1: (Take up and review the concepts of melody, harmony and rhythm)

6.2 preparatory activity nr 2: (Watch carefully the video clips and listen to them in order to insert in your memory the sounds of the different musical instruments and common elements of traditions.

6.3 in class activity: Small group activities (minimum 3 students of which one will simulate the situation of a deaf classmate, a second student will simulate the situation of a blind classmate and a third student will write a report of all the activities of the group. This group structure is just for “Music” and not for “Traditions”).

- a) Match each piece of music provided by Italy (7) to one of the three periods (A, B, C) indicated using the diagram provided by the teacher
- b) Match each tradition provided by Italy (7) to one of the categories indicated using the diagram provided by the teacher
- c) Using part of the youtube links, find and choose 6 other pieces of music - coming both from the countries participating in the project and from other countries - to match six historical periods: (1. Antiquity and the Middle Ages (from the 9th century AD to around 1580) 2. Baroque (1580- 1750). 3. Classic and romantic (1750- 1935) 4. Contemporary (1935-to today) 5. Blues and jazz (from around 1865 to today) 6. Folk songs of the twentieth and twenty-first centuries.



- d) Using part of the youtube links, find and choose 6 other traditions - coming both from the countries participating in the project and from other countries - to match the three categories.

6.4 Post-class activities that extend student learning (see 9.4)

7. Form of interaction

The teacher presents the objectives of the lesson to the whole class in terms of expected results and guides the activities in class by moving from one group to another at the request of the individual groups, but also on his own initiative to motivate the class in the direction of a good job.

The teacher sends whatsapp messages to each individual student a superabundant list of links for music and traditions. From this list the students will choose the materials suitable for the purpose of the activity to be carried out in the classroom.

8. Materials/media

9.1 Preparatory activity nr 1:

Melody is a succession of sounds whose structure generates a musical organism of complete meaning.

Harmony is an interaction between two or more melodies or a set of several notes played simultaneously.

Rhythm is a strong, regular repeated pattern of movement or sound.

9.2 Preparatory activity nr 2: (See also 7.2)

Accordion	https://www.youtube.com/watch?v=-0VWtKPy8zQ
Cither	https://www.youtube.com/watch?v=NXI5yNYMku8
Clarinet	https://www.youtube.com/watch?v=8I5E-ByBu8c
Classical guitar	https://www.youtube.com/watch?v=R-5weyHVC2U
Drums	https://www.youtube.com/watch?v=V5YDxDuyKDI
Electric guitar	https://www.youtube.com/watch?v=JAsfAuvFvh8



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Flute	https://www.youtube.com/watch?v=be1jJCH32OU
Harpsichord	https://www.youtube.com/watch?v=v8eh6BQ2p8I
Lute	https://www.youtube.com/watch?v=g2uR2Z7oQAA
Lyre	https://www.youtube.com/watch?v=9x9MxNqdLKI
Oboe	https://www.youtube.com/watch?v=0JkiTI-4B5E
Organ	https://www.youtube.com/watch?v=yfzaIUXhO74
Piano	https://www.youtube.com/watch?v=1Sboc8cWejE
Saxophone	https://www.youtube.com/watch?v=SJtOjYy9wqc
Trumpet	https://www.youtube.com/watch?v=bt_1byVbCCU
Violin	https://www.youtube.com/watch?v=P_io1vWUbrM

8.3 in class activity:

9.3 a) Music: (see also 7.3a)

Nr 1 Pink Floyd – Another brick in the wall

<https://www.youtube.com/watch?v=Xd9JzHfrYjM>

Nr 2 N. Paganini Capriccio nr 5

<https://www.youtube.com/watch?v=QmfGnSyUf4s>

Nr 3 Alessandro Scarlatti Toccata in G minor

<https://www.youtube.com/watch?v=SA0viFTN1zU>

Nr 4 G. Verdi Brilliant Great Waltz

<https://www.youtube.com/watch?v=HGGyLL9kPWY>

Nr 5 Pino Daniele – Buffalo Bill

<https://www.youtube.com/watch?v=YHH57uXKMgA>

Nr 6 L. Grossi da Viadana Dances and madrigals

<https://www.youtube.com/watch?v=Lg9HnYN-K6M>

Nr 7 D. Ellington - Caravan

<https://www.youtube.com/watch?v=S0hL6kn5wm8>



Diagram

Periods of time	Main musical instruments used	Music tracks to be classified
A) Antiquity, Middle Ages and Baroque period: (from the 9th century AD to around 1750		
B) Classical and romantic period: (from 1750 to around 1935).		
C) Contemporary period: from around 1935 until today		

9.3 b) Traditions: (see also 7.3b)

1. Color the chicken eggs for Easter
2. Carnival
3. A black cat crossing your street is thought to be the bearer of misfortunes
4. Preparation of the crib
5. The Good Witch
6. Apotropaic gesture: touch an iron object to ward off misfortunes
7. The Corpus Christi Procession

Diagram

Categories	Tradition number
A) Family and popular celebrations	
B) Superstitions	



C) Religious traditions	
-------------------------	--

9.3 c)

Music 2 (see also 7.3c)

1. <https://www.youtube.com/watch?v=oHgkApDjIo>
2. https://www.youtube.com/watch?v=T8DjwLt_c4
3. https://www.youtube.com/watch?v=1Rf3WK_IJ1g
4. <https://www.youtube.com/watch?v=2cFO5jpfF5w>
5. <https://www.youtube.com/watch?v=2FqugGjOkQE>
6. <https://www.youtube.com/watch?v=4fk2prKnYnI>
7. <https://www.youtube.com/watch?v=6ythXbVxQ9k>
8. <https://www.youtube.com/watch?v=aKb-qfwbZ2M>
9. <https://www.youtube.com/watch?v=AMQD3Bv5ZG4>
10. <https://www.youtube.com/watch?v=wjWv8uyLg5w>
11. <https://www.youtube.com/watch?v=BoHbm8UyPHU>
12. <https://www.youtube.com/watch?v=cMt1N29MCpE>
13. <https://www.youtube.com/watch?v=dm9IWmAtK3w>
14. <https://www.youtube.com/watch?v=fGyQEr2efFk>
15. <https://www.youtube.com/watch?v=gEANz9lvCN0>
16. <https://www.youtube.com/watch?v=H8GjJD826vc>
17. <https://www.youtube.com/watch?v=HJWmMhJkhDk>
18. <https://www.youtube.com/watch?v=hOI0evhW8IU>
19. <https://www.youtube.com/watch?v=hzv-x5sln5g>



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20. <https://www.youtube.com/watch?v=R2mGjvrGbcE>
21. <https://www.youtube.com/watch?v=inBKfMB-yPg>
22. <https://www.youtube.com/watch?v=iPBWJdwWnaA>
23. <https://www.youtube.com/watch?v=k8yrptRev28>
24. https://www.youtube.com/watch?v=K8YXU0ZuE_k
25. https://www.youtube.com/watch?v=KD_1Z8iUDho
26. https://www.youtube.com/watch?v=KQiBIb_kIT8
27. <https://www.youtube.com/watch?v=KzEFQW9CXGc>
28. <https://www.youtube.com/watch?v=LsBKfIB8HOk>
29. <https://www.youtube.com/watch?v=myRc-3oF1d0>
30. https://www.youtube.com/watch?v=NBd2_8KUImI
31. <https://www.youtube.com/watch?v=nmExqfKa1Uc>
32. <https://www.youtube.com/watch?v=NXI5yNYMku8>
33. <https://www.youtube.com/watch?v=O192eo9zbT4>
34. https://www.youtube.com/watch?v=oag1Dfa1e_E
35. https://www.youtube.com/watch?v=oHuNq_vgCpo
36. <https://www.youtube.com/watch?v=ov1yBmsAZtE>
37. <https://www.youtube.com/watch?v=PV4VRPIwbYw>
38. <https://www.youtube.com/watch?v=rBoOF0IWTQU>
39. <https://www.youtube.com/watch?v=ricTH-aGfy4>
40. <https://www.youtube.com/watch?v=Vj7vHmejrPA>
41. <https://www.youtube.com/watch?v=w2QIzHA3hVE>
42. <https://www.youtube.com/watch?v=wj2GDmaEDSs>
43. <https://www.youtube.com/watch?v=XcsfDxojdV8>



44. <https://www.youtube.com/watch?v=XJikXSNfsIo>
45. <https://www.youtube.com/watch?v=ynPfWlsFaf0&t=295s>
46. https://www.youtube.com/watch?v=zGgS1NRAI3U&list=OLAK5uy_mrTZRkwSIKhVO-nCc2MsHTPJvZC0BGMco&index=4

Diagram

Period/Musical genre	Musical instrument(s) used	Number of the track
1. Antiquity and the Middle Ages (from the 9th century AD to around 1580)		
2. Baroque (1580-1750).		
3. Classic and romantic (1750- 1935)		
4. Contemporary (1935- to today)		
5. Blues and jazz (from around 1865 to today)		
6. Folk songs of the twentieth and twenty-first centuries.		

9.3 d)

Traditions 2 (see also 7.3d)

1. <https://www.youtube.com/watch?v=1KwCnrgOSeq>
2. https://www.youtube.com/watch?v=2kQ6W_DSqQM
3. <https://www.youtube.com/watch?v=9zfkhlkjE7M>
4. <https://www.youtube.com/watch?v=a5QJKuhQmwa>
5. <https://www.youtube.com/watch?v=a5QJKuhQmwa>
6. <https://www.youtube.com/watch?v=aXp-rRkb6k8>
7. <https://www.youtube.com/watch?v=kR0EmFBf9yw>
8. <https://www.youtube.com/watch?v=kR0EmFBf9yw>
9. <https://www.youtube.com/watch?v=N-EzhFOI5XU>



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10. <https://www.youtube.com/watch?v=noT-MyY0sQ8>
11. <https://www.youtube.com/watch?v=s1bUxJ9EKi4>
12. <https://www.youtube.com/watch?v=WeA5P7n53ww>

Diagram

Categories	Tradition number
A) Family and popular celebrations	
B) Superstitions	
C) Religious traditions	

9.4 Post-class activity (to be created by students)

I love this song and this tradition:.....

Write a short text in English (max 10 lines) by answering the following questions:

- a) What are the emotions that this song and this tradition arouse in you?
- b) What are two things that are special or unique about this music and this tradition?



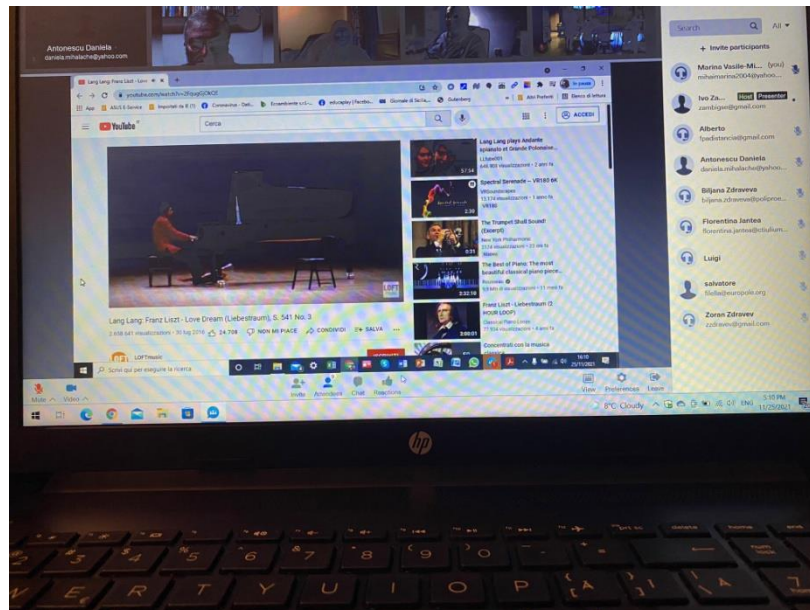
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ON SPOT

On spot shows a few highlights of the interaction that actually happened during the LTTA. Here are some examples and pictures to get an idea about the kind of activities which were carried out during the training:



Analyzing and discussing musical pieces with on-line and face to face participants

MEANWHILE ON THE PLATFORM

The students had already been working on the topic of music and traditions on the platform before the LTTA took place. Here are some examples.



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“You have until November 7 to take the following steps.

1. Watch the video at least 2 times.
2. Run all questionnaires
3. Perform the test reserved for your country
4. Enter this forum and create a short text in English by answering the following questions: A) what is my favorite piece of music? B) to which category does it belong? C) what emotions does it arouse in me?

That's all.”

Italian teacher´s message on the platform

“I don't have a favorite song but I have a few genres that I like. The first is party music, I mostly listen to it at parties and at home when I'm bored. The second is classical music, listening to it only when I'm stressed, because it relaxes me. And last but not least is the training music I listen to during training either at home or at the gym.”

Romanian student´s reply on the platform

“I appreciated a lot “Na Golici” composed by the Slovenian composer Ansambel bratov Avsenikov. It is a modern and lively folk music. It stimulates the arrival of the beautiful things of life, the arrival of spring, the north wind that arrives and sweeps away the clouds, the return to the valley (and family) of the mountain man, the meeting with dear friends, and so on.”

Italian Student´s reply on the platform

FEEDBACK

In this section, we will have a look at a few examples of real messages that provided some feedback from the participants:

“We still remember the beautiful experience we had during the training in Italy and of course the knowledge we gained through testing the lesson plan about music. For me, the most interesting part was putting myself into the role of a deaf person while watching music videos. Really something we usually don't think about. I found it amazing how much you can learn about a song just by watching the video, without the sound.

Thank you very much for this experience.”

Slovenian participant´s message



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CASE EXAMPLE 2

HOSTED BY LJUDSKA UNIVERZA ROGASKA SLATINA
Slovenia, 24-26 January, 2022



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HOST ORGANIZATION

LJUDSKA UNIVERZA ROGASKA SLATINA

Ljudska Univerza Rogaska Slatina (LURS), which is located in the town of Rogaska Slatina (Slovenia), is a non-profit adult education provider. It offers a variety of formal educational programs in the fields of secondary education and vocational training (catering, gastronomy, sales, childcare, or tourism). It also provides non-formal education, as well as a third age university which is very active and offers numerous programs for personal growth. LURS also organizes courses for migrant population in search of a job.



Organization logo

Since catering, gastronomy and tourism, are some of the programs provided by the hosting organization, the teachers at LURS decided to design a lesson plan for the platform course of *Food and Tourism*, which is available on the project platform (see the link to the project website and platform in the Introduction chapter).



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COURSE **FOOD AND TOURISM**

TITLE OF THE LESSON **FOOD AND TOURISM AROUND EUROPE**

Target group and level: Adult learners normally gifted and with disabilities (deaf and blind)

Learning Objectives:

- Learning about traditional in different European countries
- Learning about touristic destinations in different European countries
- Finding differences and similarities in different European countries concerning the area of culinary and tourism

Duration: 45 minutes

Equipment needed:

- Computers/laptops/tablets with internet access
- Access to the Flipped classroom platform
- Projector
- Whiteboard
- Paper
- Whiteboard markers

The lesson can be carried out completely online, completely face-to-face or in the situations where some participants are present face-to-face and the others are participating online (hybrid system).

In case of online or hybrid system the lesson is carried out on Zoom.

The teacher prepares ‘lottery tickets’ with numbers and names of countries on it.

Each group selects one number and the teacher tells them which country they have selected. He /she explains that each group will enter the Food and Tourism course on the Flipped Classroom platform and watch the section of the video that describes the country they have selected and gives the exact time when description of their country starts in the video:

Slovenia: 0,41 min



<p>Czech Republic: 3.00 min Bulgaria: 6,33 min Spain: 8,24 min Italy: 10,34 min Germany: 14.04 min Romania: 16,27 min Macedonia: 18,16 min Lithuania: 22,06 min Part for disabilities: 26,05 min The teacher asks the participants to listen carefully and try to note down the type of dishes they hear during watching the video and the names of touristic destination that the speaker mentions. The teacher explains that the online participants will be assigned to Breakout rooms.</p> <p>Duration: 5 minutes</p> <p>TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the teacher prepares written explanations.</p>	
FACE-TO-FACE	ONLINE
Participants are divided into groups of 4, each group gets a laptop.	Participants are divided into groups of 4 and the teacher explains that later on they will be divided into breakout rooms.
TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the teacher prepares written explanations.	TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the teacher prepares written explanations and shares them in the chat.
<p>Participants enter the platform (on 1 computer per group), choose the course Food and Tourism, click on the video and start watching the video from the time indicated previously by the teacher covering the country they have been assigned.</p> <p>Duration: 10 minutes</p> <p>Participants are asked to finish with watching the video.</p>	<p>Participants are divided into breakout rooms by the teacher. Each participant should enter the platform individually, choose the course Food and Tourism, click on the video and start watching the video from the time indicated previously by the teacher covering the country they have been assigned.</p> <p>Duration: 10 minutes</p> <p>After 10 minutes the teacher returns the participants to the main room.</p>
TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the participants turn on the subtitles.	TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the participants turn on the subtitles.
<p>The teacher asks the first group to present which type of food were they able to note down and which touristic destinations were mentioned in the video considering the country they had selected. Other participants are asked to listen carefully. After all groups finish their presentations, the teacher asks participants if any of them know any of the dishes or touristic sights mentioned in different</p>	



groups. If somebody does, the teacher asks additional questions, such as: how do you know it/have you tasted it/have you visited it/did you like it...?

Duration: 10 minutes

After discussion the teacher explains the participants they will enter the Flipped classroom platform again and go to the section Answer the questions. Each group chooses the questionnaire for the country they were assigned at the beginning of the lesson.

TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the teacher prepares written explanations and participants can write down their feedbacks which the teacher or another student can read out loud.

TIPS FOR PARTICIPANTS WITH VISUAL IMPAIRMENT: The teacher can ask some participants to try to describe the food and the touristic attractions if there were any pictures in the video or participants can try to find some pictures of food or attraction on the internet and explain it to others.

One person clicks on the questionnaire and the group quickly discusses the answers before clicking the right answer.

The participants are again divided into breakout rooms and they work on the platform individually, but can discuss the answers in the group before clicking the answer.

Duration: 10 minutes

Participants are asked to finish with watching the video.

Duration: 10 minutes

After 10 minutes the teacher returns the participants to the main room.

TIPS FOR PARTICIPANTS WITH VISUAL IMPAIRMENT: one of the group members reads out loud the questions and possible answers.

TIPS FOR PARTICIPANTS WITH VISUAL IMPAIRMENT: one of the group members reads out loud the questions and possible answers.

The teacher asks the participants how they did and participants give their feedbacks.

Teacher explains that now they will enter the Flipped classroom platform again and go the section Test yourself in... They will choose the language of the country they have selected at the beginning of the lesson and test themselves in this language.

TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the teacher prepares written explanations and participants can write down their feedbacks which the teacher or another student can read out loud.

One person clicks on the questionnaire and the group quickly discusses the answers before clicking the right answer.

The participants are again divided into breakout rooms and they work on the platform individually, but can discuss the answers in the group before clicking the answer.

Duration: 10 minutes

Duration: 10 minutes



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Participants are asked to finish with watching the video.	After 10 minutes the teacher returns the participants to the main room.
TIPS FOR PARTICIPANTS WITH VISUAL IMPAIRMENT: group members take turns in trying to read out the questions and answers in foreign languages.	TIPS FOR PARTICIPANTS WITH VISUAL IMPAIRMENT: group members take turns in trying to read out the questions and answers in foreign languages.
The teacher asks the participants how they did and participants give their feedbacks	
TIPS FOR PARTICIPANTS WITH HEARING DIFFICULTIES: the teacher prepares written explanations and participants can write down their feedbacks which the teacher or another student can read out loud.	

ON SPOT

Let us see now some examples of the interaction which took place during the LTTA in Slovenia:



Putting the theory into practice in Slovenia: Cooking workshop



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MEANWHILE ON THE PLATFORM

The students had been working on the topic of food and tourism on the platform (before the LTTA took place), as it can be seen in the following messages:

“Has it ever happened to you when visiting a country other than yours and seeing that in some restaurant they serve food from your country, but in reality it does not look like the original food? If this is so, tell us about your experience.
In my case outside of Spain Everybody call Paella to any mixture of yellow colored rice.”

Spanish teacher´s message on the platform

“Yes, it happened to me too..when I went to Turkey they had a dish called “sarmale” the same as Romanian.
Our sarmale are made of minced pork meat wrapped in cabbage leaves, but theirs was all made of rice, no meat.
Only the name was the same...”

Romanian teacher´s reply on the platform

“In my case, i did not have that experience because when i go for a trip I never try Spanish food or Spanish restaurants. I usually by that's country's typical food for trying it and knowing if it tastes good or not! Most times it is really good but sometimes it is awful!”

Spanish student´s reply

FEEDBACK

Here is some feedback from the participants:

“The focus on Food and tourism around Europe learning about traditional, about touristic destinations in different European countries and Finding differences and similarities in different European countries concerning the area of culinary and tourism was very interesting. It was also enriching to put ourselves in the place of a deaf person or visual impairment person when carrying



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out some of the activities. Finally it was also very interesting the observation of an example of good practice in countryside tourism and the cooking and tasting traditional Slovenian dishes together with members of the University for Third Age.
Thank you very much for the experience.”

Spanish participant´s message



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CASE EXAMPLE 3

**HOSTED BY CENTRUM PRO KOMUNITNÍ PRÁCI SEVERNÍ
MORAVA**

Czech Republic, 16-18 February, 2022

HOST ORGANIZATION



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CENTRUM PRO KOMUNITNÍ PRÁCI SEVERNÍ MORAVA

Centrum pro Komunitní práci Severní Morava (CpKP) is located in Šumperk (Czech Republic). It is a transregional NGO which operates in the fields of local sustainability, innovative and social strategies, social entrepreneurship and education. CpKP's work is mainly focused on socio-economically disadvantaged/rural areas in the Moravian-Silesian region.



Organization logo

In this case, the course selected by the Czech teachers was History which, as all the other project courses, is available on the platform. In order to see this course you can access the project website and platform through the link provided in the introduction chapter.

COURSE



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FAMOUS CITIZENS AND HISTORY

TITLE OF THE LESSON

HISTORY

Target group and level: Adult learners normally gifted and with disabilities
(deaf and blind)

Learning Objectives: Learning about history in different European countries
Learning about historic destinations in different European countries

Duration: 180 minutes

Methods: Individual work, group work, discussion, desk research, excursions, video samples, presentation, task assignment

Tasks: Video learning, discussion in group, exploring new locations, using of the mobile application, taking photos, preparation of a presentation, searching for resources

Students activities: Described in detail in the table bellow

Materials: The links are inserted in the table bellow

WEDNESDAY 16. 2. 2022		
	FACE-TO-FACE PARTICIPANTS	ONLINE PARTICIPANTS
MORNING SESSION	<p>FIRST WORKING SESSION History Learning Session with members of the CpKP implementation team and project partners.</p> <p>Activity 1: <i>Teacher will present a lesson plan. Participants watch videos and get to know the city.</i></p> <p>Videos: Město Šumperk Walk through the town of Šumperk (4,11 min) Šumperk - historické jádro města 2016</p>	<p>FIRST WORKING SESSION Link to the Microsoft Teams</p> <p>History Learning Session with members of the CpKP implementation team and project partners.</p> <p>Activity 1: <i>Teacher will present a lesson plan and assigns the task. Participants watch videos and get to know the city.</i></p> <p>Videos: Město Šumperk Walk through the town of Šumperk (4,11 min)</p>



	<p>The historic center of Šumperk (1,59 min) <i>Naše město Šumperk - Schönberg (krásný vrch)</i> Our town Šumperk - Schönberg (beautiful hill)</p> <ul style="list-style-type: none"> - get to know the lesson plan, - watch videos, - discuss and ask. 	<p>Šumperk - historické jádro města 2016 The historic center of Šumperk (1,59 min)</p> <ul style="list-style-type: none"> - get to know the lesson plan, - watch videos, - discuss and ask.
MORNING SESSION	<p>SECOND WORKING SESSION History Learning Session</p> <p>Activity 2: Teacher collects feedbacks and reflections from the first session. Participants are divided into groups of 3/4 persons.. Each group downloads the application. Teacher explains the rules of the activity "In the Footsteps of Little Vienna".</p> <ul style="list-style-type: none"> - discuss and ask, - divide into groups, - download the application, - divide the tasks in a group. 	<p>SECOND WORKING SESSION History Learning Session</p> <p>Activity 2:</p> <p><u>Option 1:</u> Participants are divided into groups according to countries and study the activity "In the Footsteps of Little Vienna"</p> <p><u>Option 2:</u> Searching for examples of good practices in historic tours in their regions. Participants divide the tasks in a group.</p> <ul style="list-style-type: none"> - meet your group, - discuss the assignment, - divide the tasks in a group.

AFTERNOON SESSION	<p>THIRD WORKING SESSION History Learning Session - putting the theory into practice</p> <p>Activity 3: Teacher guides the participants to the starting point: https://www.malaviden.cz/en/po-stopach-male-vidne/1-vila-eduarda-hackla With the help of the application, participants walk through the city and implement the activity "In the Footsteps of Little Vienna". Participants take photos during the activity. Using photos and websites, they create a</p>	<p>THIRD WORKING SESSION History Learning Session - putting the theory into practice</p> <p>Activity 3:</p> <p><u>Option 1:</u> Participants study the activity "In the Footsteps of Little Vienna" individually or in groups. Participants choose the place that most interested them. They realize desk research and find other interesting facts about this place. Participants creates a</p>
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	<p>presentation in the group about the most interesting place they have visited.</p> <ul style="list-style-type: none"> - walk through the town of Šumperk, - implementation of the activity, - taking pictures, - selecting the most interesting place, - get a present at the Šumperk Information Center - See the location HERE (optional), - prepare a short presentation. 	<p>presentation using photos and new information.</p> <p>Tasks:</p> <ul style="list-style-type: none"> - discover the activity and choose the most interesting place, - implement the online desk research, - prepare a presentation. <p>Option2: Participants implement the desk research for examples of good practices in historic tours in their regions. Participants shortly present the selected example.</p> <p>Tasks:</p> <ul style="list-style-type: none"> - implement the online desk research, - choose an example of a good practice, - prepare a presentation.
THURSDAY 17. 2. 2022		
	FACE-TO-FACE PARTICIPANTS	ONLINE PARTICIPANTS
MORNING SESSION	<p>FOURTH WORKING SESSION</p> <p>History Learning session</p> <p>Activity 4: Teacher collects feedback on the first day. Participants will present their presentations in groups. The teacher and other participants ask questions and discuss.</p> <ul style="list-style-type: none"> - show presentation, - discuss and ask. 	<p>FOURTH WORKING SESSION</p> <p>Link to the Microsoft Teams</p> <p>History Learning session</p> <p>Activity 4: Teacher collects feedback on the first day. Participants will present their presentations in groups. The teacher and other participants ask questions and discuss. Teacher assigns the task.</p> <ul style="list-style-type: none"> - show presentation, - discuss and ask.
	<p>FIFTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p>	<p>FIFTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p>



AFTERNOON SESSION	<p>Activity 5: Teacher takes the participants to a typical local village Velké Losiny. Participants get an excursion of the Zlosin Brewery - https://pivovarzlosin.cz/. Participants visit the Velkolosinské praliny/praline shop and take a guided excursion in the Handmade paper mill Velké Losiny. Participants get to know the historical places around the town of Šumperk.</p> <ul style="list-style-type: none"> - explore new places, - discuss and ask. 	<p>Activity 5: Participants realize individual online desk research for examples of good practices in countryside tourism in local regions or countries. Participants discuss the history of these examples with other members of the group.</p> <ul style="list-style-type: none"> - discover new places, - discuss and ask.
FRIDAY 18. 2. 2022		
MORNING SESSION	FACE-TO-FACE PARTICIPANTS	ONLINE PARTICIPANTS
	<p>SIXTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p> <p>Activity 6: Teacher takes the participants to historical places in Šumperk. Participants take a guided excursion in the Exposition Witch Hunts. Based on the weather conditions, participants visit The Šumperk town hall tower.</p> <ul style="list-style-type: none"> - explore new places, - discuss and ask. 	<p>SIXTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p> <p>Activity 6: Participants study information about witch hunts online and watch videos related to witch trials in Šumperk. Participants take the Virtual travel of the Šumperk town hall tower.</p> <p>Videos:</p> <p>Haunted Castle - Velke Losiny - Czech Republic/TRUE STORY Haunted Castle - Velké Losiny (1,49 min) Jindřich František Boblig (inquisitor) - led the witch trials in Šumperk Jindřich František Boblig (inquisitor) (1,52 min)</p> <ul style="list-style-type: none"> - watch videos, - discover new places.



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ON SPOT

This section shows a few highlights of the interaction that actually happened during the LTTA in Czech Republic. Here are some examples:



Face to face participants discussing the lesson plan in Czech Republic



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Face to face participants and online participants discussing the lesson plan

MEANWHILE ON THE PLATFORM

The students had been working on this topic on the platform (before the LTTA took place). Here are some examples:

“Every year on November 1, Bulgaria celebrates the Day of the People's Awakeners - an all-Bulgarian holiday, celebrating the work of Bulgarian educators, writers and revolutionaries - awakeners of the reviving national spirit, striving for education and literature.

Each age gives birth to its awakeners. Time and history do not choose them by chance, but create them when they are needed. Today, awakeners are figures of culture, art and teachers.

This day is an official holiday for all schools.

Is there a similar holiday in your country?

On this day we must remember the names and deeds of: ...

(Write at least 5 names of celebrities).”

Bulgarian teacher's message on the platform



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“I don't really know if here in Spain we have a similar day, I think we don't. I guess it could be "Día de todos los santos" but on this day we remember important people for us that are left, not famous people. If I had to choose 5 important people to remember I'll say "Las 13 rosas", Clara Campoamor, Emilia Pardo, Carmen de Burgos and Nelson Mandela.”

Spanish student's reply on the platform

FEEDBACK

As in previous examples, here is some feedback from the participants:

“The Romanian team that attended face to face your meeting in Sumperk was really impressed by the lesson plan and the activities proposed. They all found them very creative and interactive. Thank u for all your efforts you put into the organization and the agenda.”

Romanian participant's message

CASE EXAMPLE 4



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HOSTED BY COLEGIUL TEHNIC IULIU MANIU

Romania, 7-9 March, 2022

HOST ORGANIZATION

COLEGIUL TEHNIC IULIU MANIU

Colegiul Tehnic Iuliu Maniu is a High School located in Bucharest (Romania). It offers different vocational programs for teenagers and adults, such as the programs to be trained as a car mechanic, specialist on food and service, or IT specialist. This technical school offers theoretical and practical instruction so that the students can get a job once they have finished their school years. It also has a boarding school where students from other areas can stay during the school period.



Organization logo



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Although Colegiul Tehnic Iuliu Maniu is mainly focused on the Vocational programs, it is important to say that the school staff is aware of the importance of the cultural aspects, especially to promote European values. This interest has led them to participate in European projects. It has also been the reason why the team of Romanian teachers selected a topic related to the platform *course Music and Traditions* (see the link to the project website and platform in the Introduction chapter).

COURSE

MUSIC AND TRADITIONS

TITLE OF THE LESSON

TRADITIONS IN EUROPEAN COUNTRIES

Target group and level: Adult learners normally gifted and with disabilities (deaf and blind)

Learning objectives:

- Learning about traditions in different European countries
- Finding differences and similarities in different European countries about traditions in March.
- enriching general knowledge related to the topic.

Duration: 90 minutes.

Equipment needed: - Computers/laptops/tablets with internet access, access to the Flipped classroom platform, projector, paper.

The lesson can be carried out completely online, completely face-to-face or in the situations where some participants are present face-to-face and the others are



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participating online (hybrid system). In case of online or hybrid system the lesson is carried out on Zoom.

The topic is Romanian traditions in March. I have also included International Woman's Day as it is celebrated worldwide on March 8th.

Activity 1: Martisor

Target group: all learners including those with visual and hearing deficiencies.

Interaction: learner-learner, learner-teacher, individual work.

Time: 20 minutes.

Procedure: Learners are given a link containing a 3 minutes video dedicated to the celebration of Martisor in Romania. They are asked to watch it once or twice carefully. Then they get a code and link for a quiz on Kahoot that contains 12 questions related to the video. Each learner solves it individually and at the end the teacher ranks learners' answers. Learners with visual deficiencies can hear the person talking in the video and the others that have hearing problems can follow the subtitles in English in order to understand the content. Before finishing the activity the teacher asks learners if they ever heard about this tradition, shows one martisor and asks a boy to offer one to a girl.

Activity 2: Babele

Target group: all learners including those with visual and hearing deficiencies.

Interaction: learner-learner, learner-teacher, team work/pair work.

Time: 20 minutes.

Procedure: Learners are asked to watch a video about the tradition of Baba Dochia in Romania. When watching it they can hear the content, read subtitles and



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see animation. The teacher asks them to watch it 2 times to make sure they remember important information. Then, learners are divided into teams of 2 or 3 that need to solve a multiple choices questionnaire that has around 12 questions. The teacher checks the answers and writes the name of the team that got most correct answers.

Activity 3: Mucenicii

Target group: all learners including those with visual and hearing deficiencies

Interaction: learner-learner, learner-teacher, individual work.

Time: 20 minutes.

Procedure: Learners are asked to watch a powerpoint presentation about the tradition of Mucenici in Romania. The presentation is accessible to everybody as it is read by learners. After watching the presentation, learners get a true/false quiz and they have a limited period of time to choose the correct answers. The learner who finishes first has the right to say STOP and the others must stop writing. The teacher reads the questions and the correct answers and writes down the name of the learners who got most right answers.

Activity 4: International Women’s Day

Target group: all learners including those with visual and hearing deficiencies.

Interaction: learner-learner, learner-teacher, team/pair work.

Time: 30 minutes.

Procedure: Learners are told that the last activity is not about a specific Romanian tradition, but an international one. They are asked to work in pairs/teams and click the link that contains a video about the International Women’s Day. Just like in the previous activities, all learners are able to understand the content. A short quiz with



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yes/no answers follows the video. Learners are also asked to write down on a piece of paper the names of 2 famous women in a certain country. The teacher collects all the names and starts the final game. Learners hear/see the name of each famous woman and need to guess the country she is from and domain/field of her great achievement. The team/pair that guesses most correct answers, wins.

The lesson finishes with all the learners getting sweet “rewards” like Romanian traditional cakes.

ON SPOT

At this point, we will show some pictures taken during the LTTA in Romania which show how students and teachers interacted in different activities. Here are some examples:



Some Romanian students interacting with online participants



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Online participants during the interaction with Romanian students

MEANWHILE ON THE PLATFORM

The students had been working on the topic of traditions on the platform as we can see in the following examples:

As you know, Halloween is celebrated on the night between October 31st and November 1st, which entered popular culture through the United States but which has much more ancient origins, even if debated.

The Halloween party has an interesting history, which begins - according to some - in Italy or in ancient Rome. Someone in fact connects it to a feast dedicated to Pomona, the Roman goddess of seeds and fruits, or to the 'feast of the dead' known as Parentalia (November 2 is celebrated as the day of the dead, according to the Roman liturgical calendar). However, it is more likely that the origin of Halloween lies in the Celtic festival of Samhain, which means 'end of summer', and that it was then maintained by the Anglo-Saxon countries; vice versa, in Italy the Halloween party is still not officially recognized today: we celebrate the first of November, All Saints' Day.

What do you think about that?

Italian teacher's message on the platform



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It is difficult to know the origin of this kind of festivities because they started long, long time ago and we don't have any books or documents than can clear this information nowadays.

Spanish student´s reply on the platform

FEEDBACK

Here is some feedback from the participants:

The Czech team attended the LTTA online, but we really enjoyed the meeting. Thank you for the fun online program and presentation of your traditions. We really liked Martisor. Thank you for the great preparation and nice time.

Czech participant´s message

CASE EXAMPLE 5

HOSTED BY POLIPROEKT

Republic of North Macedonia, 21-23 March, 2022



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HOST ORGANIZATION

POLIPROEKT

Poliproekt was founded in Stip (Republic of North Macedonia) to offer non-formal instruction to children adults. Its main objective is to create values and to improve people's lives. The courses provided include basic and advanced ICT, language, Mathematics, etc. Either as private individuals or as employees in private/public companies, thousands of students have received instruction at Poliproekt.



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As we have seen in previous cases, the main objective of this organization is not only to provide instruction in a particular field but also, and more importantly, to develop values. As a consequence of this, the Macedonian teachers selected a topic related to the course of History (see the link to the project website and platform in the Introduction chapter).

COURSE

FAMOUS CITIZENS AND HISTORY

TITLE OF THE LESSON

***HISTORY AND LOCAL TRADITIONS:
FEAST OF THE HOLY MARTYRS IN
STIP***

Target group and level: Adult learners normally gifted and with disabilities (deaf and blind).



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Learning Objectives: Learning about history and local traditions in different European countries.

Duration: 180 minutes.

Methods: Individual work, group work, discussion, desk research, excursions, video samples, presentation, task assignment.

Tasks: Video learning, discussion in group, exploring new locations, using of the mobile application, taking photos, preparation of a presentation, searching for resources.

Students' activities: Described in detail in the table below.

Materials: The links are inserted in the table below.

Monday 21.03.2022		
	FACE-TO-FACE PARTICIPANTS	ONLINE PARTICIPANTS



<p>MORNING SESSION</p>	<p>FIRST WORKING SESSION History Learning Session with members of the PoliProekt implementation team and project partners.</p> <p>Activity 1: <i>Teacher will present a lesson plan. Participants watch videos and get to know about the Feast of the Holy Forty Martyrs.</i></p> <p>Videos: https://en.wikipedia.org/wiki/Forty_Martyrs_of_Sebaste https://earlychurchhistory.org/martyrs/forty-martyres-of-sebaste/ https://www.youtube.com/watch?v=Dj12dGnrQbw https://orthodoxwiki.org/Forty_Martyrs_of_Sebaste </p> <ul style="list-style-type: none"> - get to know the lesson plan, - watch videos, - discuss and ask. 	<p>FIRST WORKING SESSION Link to the Google Meet History Learning Session with members of the Poliproekt implementation team and project partners.</p> <p>Activity 1: <i>Teacher will present a lesson plan and assigns the task. Participants watch videos and get to know about the Feast of the Holy Forty Martyrs..</i></p> <p>Videos: https://en.wikipedia.org/wiki/Forty_Martyrs_of_Sebaste https://earlychurchhistory.org/martyrs/forty-martyres-of-sebaste/ https://www.youtube.com/watch?v=Dj12dGnrQbw https://orthodoxwiki.org/Forty_Martyrs_of_Sebaste </p> <ul style="list-style-type: none"> - get to know the lesson plan, - watch videos, - discuss and ask.
	<p>SECOND WORKING SESSION History Learning Session</p> <p>Activity 2: <ul style="list-style-type: none"> - Teacher collects feedbacks and reflections from the first session. - preparation for the Visit to Bezisten gallery, Archeological Museum and Gallery of old icons in the church St. Nikola </p> <ul style="list-style-type: none"> - discuss and ask, - divide into groups, - divide the tasks in a group. 	<p>SECOND WORKING SESSION History Learning Session</p> <p>Activity 2: <i>Searching for examples of good practices in historic tours in their regions. Participants divide the tasks in a group.</i></p> <p>https://www.youtube.com/watch?v=WXvXgkoNfQ0</p> <ul style="list-style-type: none"> - meet your group, - discuss the assignment, - divide the tasks in a group.



AFTERNOON SESSION	<p>THIRD WORKING SESSION</p> <p>History Learning Session - putting the theory into practice</p> <p>Activity 3:</p> <p><i>Visit to Bezisten gallery, Archeological Museum and Gallery of old icons in the church St. Nikola, walk through the town of Štip,</i></p> <ul style="list-style-type: none"> - implementation of the activity, - taking pictures, - selecting the most interesting place, - prepare a short presentation. 	<p>THIRD WORKING SESSION</p> <p>History Learning Session - putting the theory into practice</p> <p>Activity 3:</p> <p><i>Participants implement the desk research for examples of good practices in historic tours in their regions. Participants shortly present the selected example.</i></p> <p>Tasks:</p> <ul style="list-style-type: none"> - implement the online desk research, - choose an example of a good practice, prepare a presentation.
<p>Tuesday 22.03.2022</p>		
	FACE-TO-FACE PARTICIPANTS	ONLINE PARTICIPANTS
MORNING SESSION	<p>FOURTH WORKING SESSION</p> <p>History Learning session</p> <p>Activity 4:</p> <p><i>Teacher collects feedback on the first day. Participants will present their presentations in groups. The teacher and other participants ask questions and discuss.</i></p> <ul style="list-style-type: none"> - show presentation, - discuss and ask. 	<p>FOURTH WORKING SESSION</p> <p>Link to the Google Meet</p> <p>History Learning session</p> <p>Activity 4:</p> <p><i>Teacher collects feedback on the first day. Participants will present their presentations in groups. The teacher and other participants ask questions and discuss. Teacher assigns the</i></p>



		<p>task.</p> <ul style="list-style-type: none"> - show presentation, - discuss and ask.
AFTERNOON SESSION	<p>FIFTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p> <p>Activity 5: Teacher takes the participants to Isar Fortress https://www.youtube.com/watch?v=MtF-dbx7b60 and participate on The Feast of the Holy Forty Martyrs, which takes place every year on 22 March, honouring the fourth-century martyrs of Sebaste and marking the first day of spring. https://ich.unesco.org/en/RL/feast-of-the-holy-forty-martyrs-in-tip-00734 https://www.youtube.com/watch?v=6fkZAN5y220 Participants get to know the historical places around the town of Štip.</p> <ul style="list-style-type: none"> - explore new places, - discuss and ask. 	<p>FIFTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p> <p>Activity 5: Participants realize individual online desk research for examples of good practices in countryside tourism in local regions or countries. Participants discuss the history of these examples with other members of the group.</p> <ul style="list-style-type: none"> - discover new places, - discuss and ask.



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Wednesday 23.03.2022		
	FACE-TO-FACE PARTICIPANTS	ONLINE PARTICIPANTS
MORNING SESSION	<p>SIXTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p> <p>Activity 6: Teacher takes the participants to historical places in Štip, based on the weather conditions, participants visit Byzantine fortified town Bargala .</p> <p>- explore new places, - discuss and ask.</p>	<p>SIXTH WORKING SESSION</p> <p>History Learning session - Putting the theory into practice</p> <p>Activity 6: Participants study information about historical places in Štip, virtual visit Byzantine fortified town Bargala</p> <p>Videos: https://www.grin-list.mk/en/kultart/13-bargala,-v-dolni-kozjak,-stip.html https://www.youtube.com/watch?v=UmMTyB8LIW8&t=20s https://www.youtube.com/watch?v=nv-6J_IhE24 https://www.youtube.com/watch?v=Vp-MQs162oo</p> <p>- watch videos, - discover new places.</p>

ON SPOT

As we can see below, the cultural activities, as in all the project activities organized by other partners, were a perfect addition to the program carried out in the Republic of North Macedonia:



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Putting theory into practice: Cultural visit

MEANWHILE ON THE PLATFORM

Before the LTTA took place, the students had been working on this topic on the platform. Here are some examples.

Below, we can see a message by a student that spotted a mistake in the materials. He used the forum to let the teachers know about it. Below we can see how the interaction went:

“Hi, the questionnaire about North Macedonia is the same as the history of disability.”

Spanish student´s message on the platform



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“I will check it”

Spanish teacher´s reply on the platform

“Thank you Antonio. The problem was solved.”

Spanish teacher´s reply on the platform

Although these are very simple messages, they are necessary to ensure that the learning process is making progress and to ensure that the interaction between teachers and participants is fluent and relevant.

FEEDBACK

As in all the previous cases, here is some feedback provided by the participants. In this example, it is interesting how the participant is connecting the story of the 40 martyrs with the Christian tradition in Italy:

“During the online connection I have remembered that the persecution against the holy 40 martyrs had occurred in Sebaste after the emperor Constantine had allowed the practice of Christianity in the territories of the empire (Edict of Milan 313 A.D. Of course local authorities disagreed and continued to persecute Christians for decades, and in Italy too the 40 holy martyrs are remembered on 10 March.”

Italian participant´s message



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CASE EXAMPLE 6

**HOSTED BY IES LA PUEBLA AND VERDIBLANCA
SPAIN, 19-21 April, 2022**



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HOST ORGANIZATIONS

IES LA PUEBLA

IES la Puebla is located in the municipality of VÍcar (Spain), which is an agricultural area with a percentage of migrant population which is significantly higher than the national average (1/3 of the total population). IES La Puebla offers numerous programs varying from regular secondary education for teenagers, a multilingual program (English/French/Spanish), vocational programs on ICT, air conditioning, heating, elderly care, etc. and also a variety of programs for adults including the blended learning mode.



Organization logo

Due to the fact that our students were doing the platform course on Sport (see link in the Introduction chapter) at that moment, the team of teachers decided to focus on this topic for the lesson plan. It was also relevant for the other Spanish organization involved in this joint LTTA, Verdiblanca as we can see below.



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VERDIBLANCA

Verdiblanca is a non-profit association with almost 4,000 members, all of them with different kinds of disabilities (physical, sensory or intellectual). The organization is located in Almería and Seville (Spain). Verdiblanca works for the integration and normalization of people with disabilities and helps them to get a job and improve their daily lives.



Organization logo

As we have said before, the topic of Sport was also in Verdiblanca's scope of action to help people with disabilities, so they decided to join our proposal and add some activities in regards to Sport for people with disabilities.

COURSE



SPORT

TITLE OF THE LESSON

SPORT ACTIVITIES

. **Target group and level:** Adult learners in a blended program.

. **Duration:** 180 minutes

. **Learning objectives:**

The outcomes in terms of knowledge/attitude (by using Bloom's Taxonomy)

- Find information about Sport by watching, listening to and reading content materials.
- Give a simple definition for different sports.
- Memorize some historical/biographical aspects related to different sports, sportmen and sportwomen across Europe.
- Identify some popular sports across Europe.
- Match some basic rules and concepts to each sport.
- Compare and contrast different sports in different countries.
- Explain the importance of the values/benefits involved in the practice of Sport.
- Assess the values and benefits involved in the practice of these sports, including people with disabilities.
- Discuss about favourite sports, sportmen and sportwomen.
- Collaborate in the creation of informative posters for the promotion of Sport in the school environment.

. **Methodology:**

Following the principles of Flipped Instruction, the learners will do the stage of learning new material in their homes, before the face to face classes. First, they will watch the videos and read the materials available in the Sport course of our platform for the Erasmus + project *Transflipping the Classroom in an Inclusive Learning Community*. In order to help them



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memorize, find and highlight relevant aspects, they will have a forum where the teachers will give the instructions and they will also ask for help or clarifications, etc. They will also answer questionnaires that will help them remember and understand this new information better.

After the stages of the introduction of new contents, remembering and understanding, the students will come to class for the next stages, which will have more to do with analysing, evaluating and creating (according to the Flipped instruction model).

. Preparatory activities:

Activity 1: The starting point will be to present a sport celebration, in this case the *International Day of Sport for Development and Peace* recently celebrated on April 6. This will be an introductory activity. The teachers will post images, posters, etc about this day.

Activity 2: The students will see/listen to the welcome messages for the students provided by the teachers. For students with heraring disabilities, audios can be provided if necessary but the “Windows accessibility option” can be used as well.

Activity 3.- The students will watch the video on Sport in their homes, before coming to class. The learners with visual impairment will listen to them and the learners with hearing impairment will watch the video with subtitles from the different language options available. The teachers will provide instructions to the students on the forum. Audios, and the Windows accessibility option” can also be used if necessary. This forum will be used mainly for clarifications and highlighting relevant aspects.

Activity 4: The students also have questionnaires with questions to help them to remember and memorize key aspects.



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Once they have completed this part, they will be ready to come to class for the following in-class activities:

In class activities:

Activity 1: In small groups, each group will choose a different sport from the ones that have been studied on the platform for flipped instruction. Some of the most popular across Europe are soccer, tennis, basketball, handball, hockey and ice-hockey. Once each group has decided on a different sport, the students will discuss and collaborate to fill out a chart with relevant information as follows:

Name of the Sport: Cycling.

Definition: Cycling is the use of a bike to practice sport.

History: As an official sport, cycling started in 1868 in Paris, with a 1,200-metre race.

Basic equipment to practice this sport: a bike and a helmet.

Basic rules: There are different rules in different countries. For example, in the “Tour de France”, some rules are the following:

- Carrying or using glass containers is forbidden.
- Insults or threats are penalized.
- If a group of riders gets split into two as the result of a level crossing closing, the first part of the group will be slowed down or stopped to allow the other riders that were left behind to regain their place in the group.

Benefits and values: Physical fitness, endurance, contact with natural environments, landscapes, etc.



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Important cyclists in History: Miguel Induráin (Spain), Eddie Merckx (Belgium), Fausto Coppi (Italy), Greg Lemond (USA), Mario Cipollini (Italy), Peter Sagan (Slovakia).

Activity 2: The students in each group will collaborate in the design and creation of a poster for promotion of sport in their school. They will also present their poster to the class.

Activity 3: Workshop on Universal Design and Inclusive Sports.

. After class activity:

Activity 1: The participants will attend a presentation by paralympic sportman Jairo Ruiz.

. Assessment:

The teacher will use different tools to assess the students progress at different stages. For the preparatory activities the tools in the platform (Access reports, questionnaires, use of forum, etc.) will provide relevant information. For the in-class activities, the teacher will walk around the class to observe the work in each group. Finally, the poster, the presentation and final discussion with the class will be the final tools to assess the level of competence acquired by the learners.

. Materials/tools:

- . The videos for flipped instruction created by the project teachers and other possible videos, Internet, the Moodle platform for Flipped instruction.
- . Cardboard paper, pictures, markers, scissors, glue, sticky notes...

ON SPOT

This space shows highlights of the interaction that actually happened during this LTTA. Here are some examples:



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Designing posters in small groups



Working in groups

MEANWHILE ON THE PLATFORM

The students had been working on this topic on the platform (before the LTTA took place). Here are some examples:

“What is your favourite sport? Mine is basketball”

Spanish student´s question on the platform



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“Hi, i'm from Macedonia, my favourite sport is Football.”

Macedonian participant´s reply on the platform

“...Our favorite sport is basketball. We love playing it and even more watching our basketball wizard, Luka Dončić, do his magic on the basketball court.”

Slovenian participants´ reply on the platform

FEEDBACK

Here is some feedback from the participants:

“The Czech team attended a face-to-face meeting and we really enjoyed it. Thank you for the varied program, nice company and beautiful experiences...”

Feedback from the Czech team



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RESULTS AND IMPACT



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RESULTS AND IMPACT

The 6 case examples which have been described in this handbook have provided a unique learning environment and experience, not only for teachers, but also for students. The roles have even been inverted in some cases, as for example when the Romanian students played the role of tour guides for the teachers who attended the LTTA in Bucharest. This interaction during the events as well as on the platform have made a significant impact within the organizations.

In the first place, the lesson plans and the instruction design with the description of all the activities and strategies have enriched the daily practice in the different departments in each partner organization. It has been a true privilege for the teachers to be a witness in this series of meaningful activities. The flipped instruction model has definitely been adopted by the staff members and the organizations.

On the other hand, the students have been very motivated and open to new activities. Having the opportunity to interact with teachers and students from other countries has been, according to their feedback a great experience. In addition to this, the questionnaires show that the students have understood without major problems the contents posted on the platform.

The results have also been disseminated to other staff members and other organizations at a local, regional or national level. We are also working on future activities and projects related to Flipped instruction as, for example, the setting up of a permanent studio at IES La Puebla for the recording of videos with a professional quality.

Here is some additional information shared by teachers after the process of student assessment:



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“Students/adult learners of Europole have been assessed taking into account the following indicators:

1. Execution of the activities foreseen in each course (questionnaires in English and tests in Italian)
2. Active participation in forums in individual courses
3. Coverage / attendance of the various courses
4. Participation in LTTA Meeting activities (both on-line and face to face)
5. Progress in the use of the English language
6. Progress in the use of ITCs (Moodle, Youtube, e-mail ...)

A significant number of adult learners have completed the courses by successfully solving the questionnaires and tests. In some cases, the success rate reached 100%.

Here is an interesting fact: adult students, mostly over 65, have shown a strong motivation and willingness to participate in sharing their reflections with much younger students in the course forums.

All 11 courses registered the participation of Italian students in the amount of 5-12 participants for each course. The course on Education recorded the participation of 7 teachers. Overall, 92 Italian adult learners actively participated in the courses.

Some adult learners, compatibly with the constraints of the budget and the Covid -19 emergency, participated in the LTTA meetings by engaging in various activities both as individuals and in small groups.

All Italian students had the opportunity to enrich their vocabulary in the English language through videos and scripts and created complete sentences in English while participating in the forums

With the help of Europole's Italian tutors, a group of Italian students who, at the beginning of the project, did not know how to use either Moodle or YouTube, learned to juggle these ICT tools”

Assessment information shared by teachers on the platform

In conclusion, and in spite of the difficulties we have had to face during the pandemic, the number of participants has been steadily increasing all this time. On the other hand, just being able to host such a great variety of training activities, and to accomplish so much collaborative work, has definitely improved the competences of teachers and learners and has also made a significant impact in their lives. The transnational team and the participants hope this project can help other teams currently implementing flipped instruction, as well as inspire further work on this methodology within a transnational framework.



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