

OBRNUTA UČIONICA

FLIPPED CLASSROOM

model za aktivno učenje i kritičko poučavanje

Doc.dr.sc. Lana Skender

JONATHAN BERGMANN
AARON SAMS

flip your • classroom

REACH EVERY STUDENT
IN EVERY CLASS
EVERY DAY



Bergmann, J., & Sams, A. (2012). Flip Your Classroom: Reach Every Student in Every Class Every Day

The Flipped Classroom

TIJEKOM



Studenti primijenjuju teorijske koncepte u nastavnim aktivnostima

UNUTAR UČIONICE

GOAL

GOAL

GOAL

Istraživanje literature i priprema za nastavne aktivnosti

PRIJE



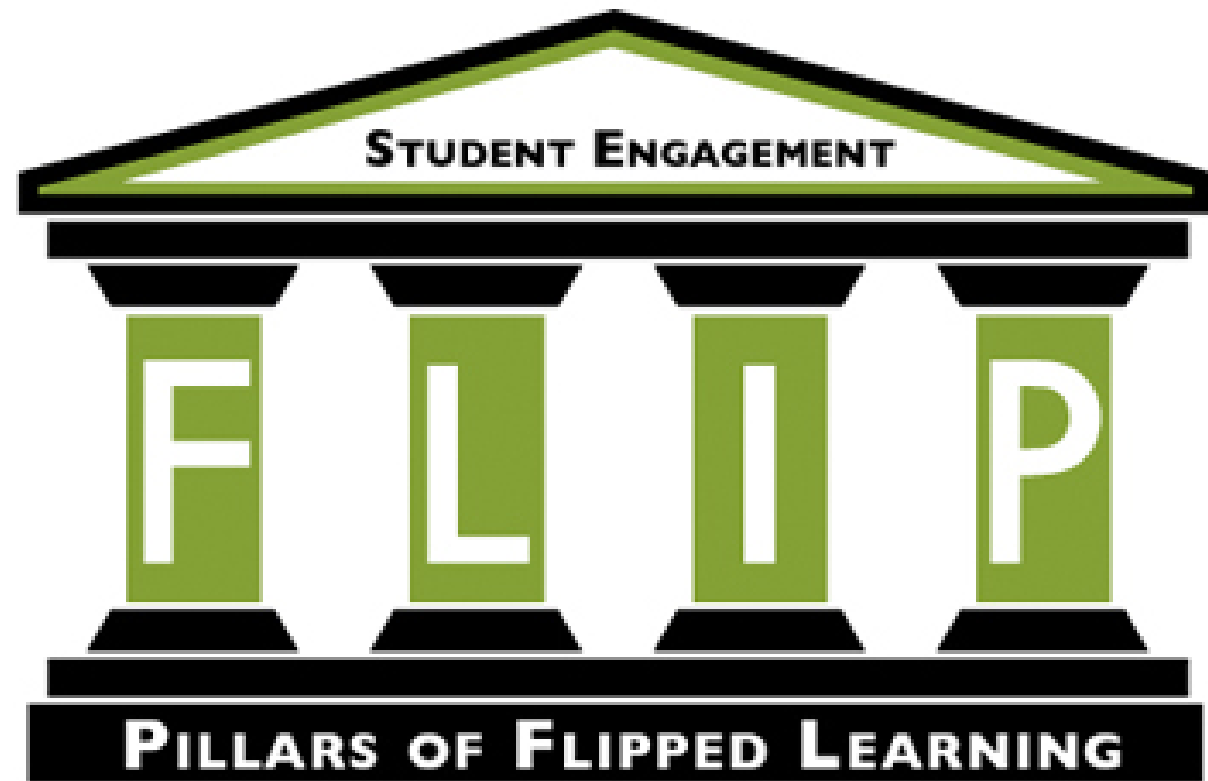
NAKON

Studenti proširuju znanja i pišu osvrte



IZVAN UČIONICE

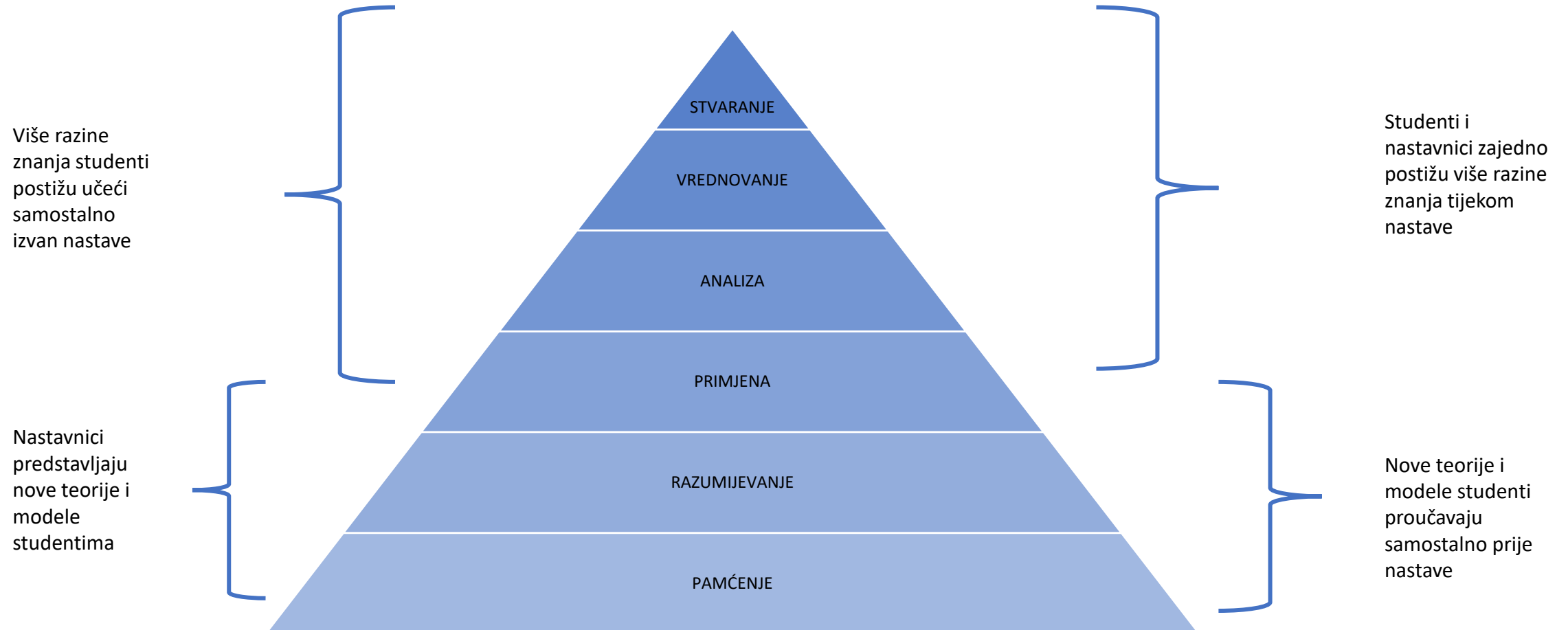
STUPOVI OBRNUTOG UČENJA



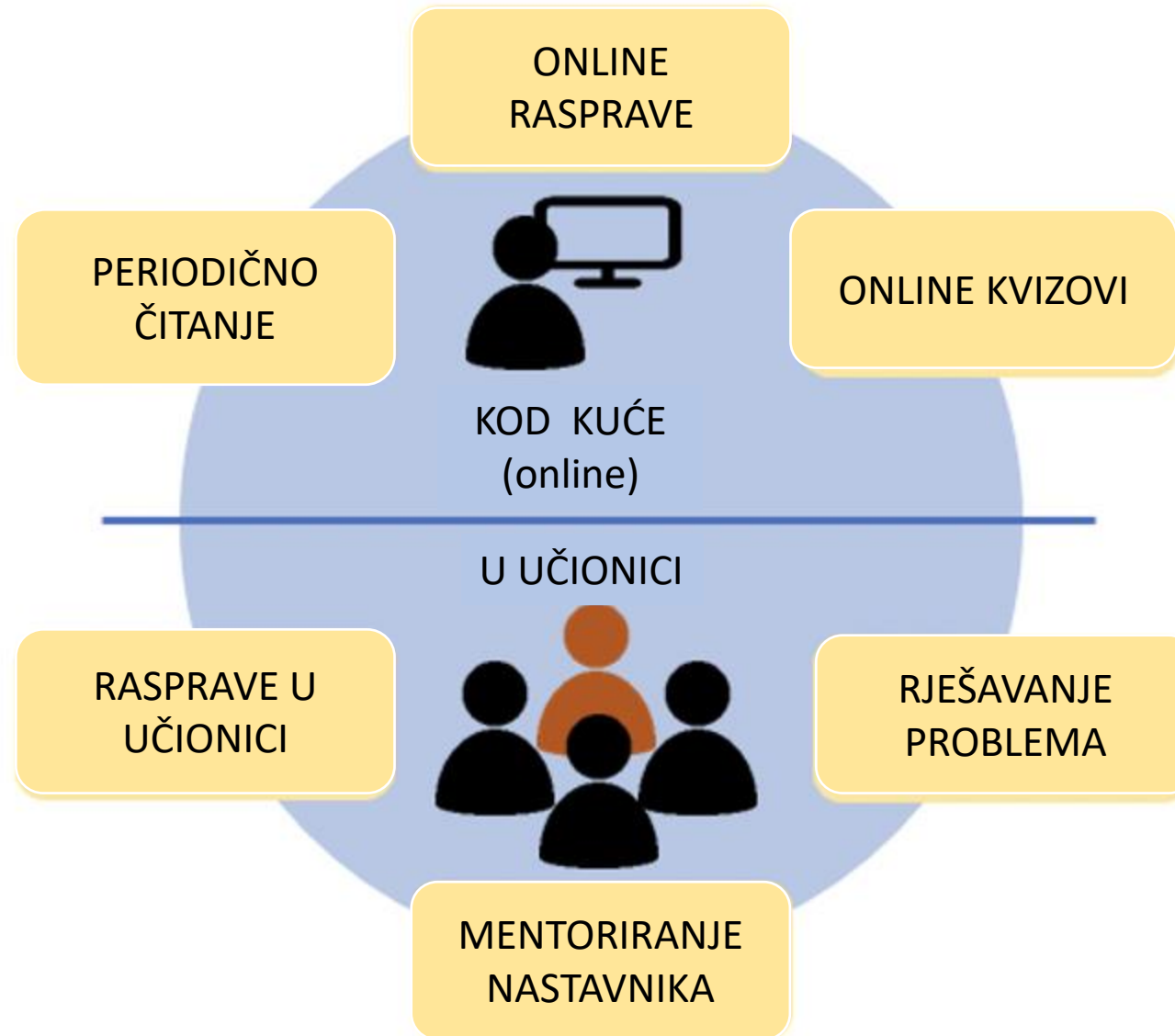
The Uniqueness of Flipped Learning Approach - Scientific Figure on ResearchGate. Available from: https://www.researchgate.net/figure/Figure-2-Pillars-of-flipped-learning_fig2_343187047 [accessed 19 Jan, 2024]

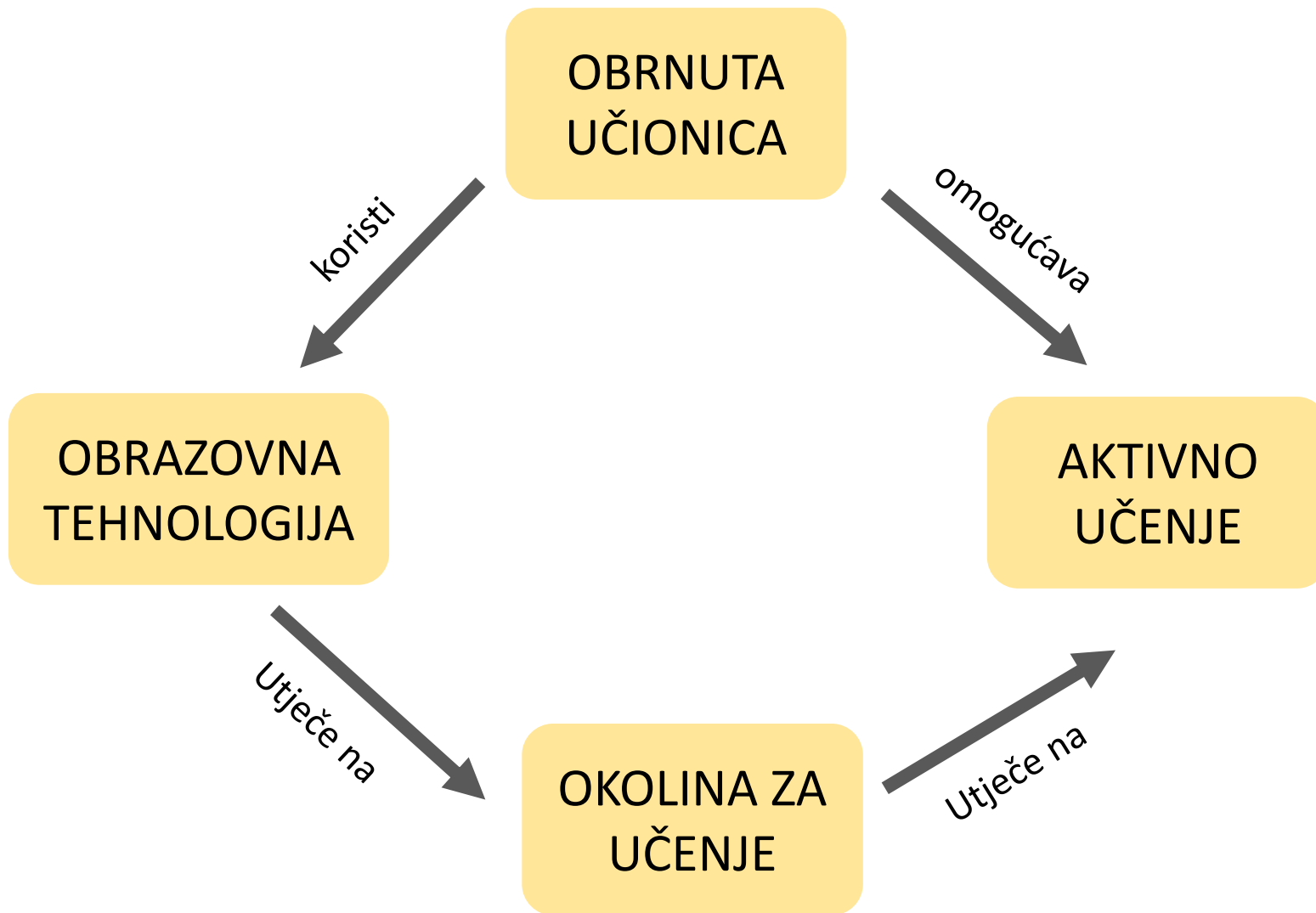
TRADICIONALNI MODEL

OBRNUTI MODEL



BLOOMOVA TAKSONOMIJA: TRADICIONALNI MODEL NASUPROT OBRNUTOG MODELA







ERASMUS + Teaching
Activity

Estonian Academy of
Arts in Tallinn

Kolegij za internacionalni
kurikulum

Sustainability in art and
design education
(24 sata, 3 ECTS)

PRIPREMA MATERIJALA - OTVARANJE UČIONICE

The screenshot shows a Google Classroom interface. At the top, the browser address bar displays 'classroom.google.com/c/NTkwMTIwOTU2NjA0'. The page title is 'Učionica > INTENSIVE SUSTAINABILITY COURSE'. A left sidebar contains a navigation menu with items like 'Početna', 'Kalendar', and a list of subjects including 'INTENSIVE SUSTAINABILIT...'. The main content area features a header banner with the course title and a 'Prilagodi' button. Below the banner, there are sections for 'Kód predmeta' (sdqIn55), 'Predstojeće' (No tasks for the near future), and a post by 'Lana Skender' dated '8. pro 2023.' with a message of appreciation to students. The bottom of the image shows a Windows taskbar with various application icons and system information like '11°C Mostly cloudy' and the date '18.1.2024'.

eka arts academy tallinn – Goo... INTENSIVE SUSTAINABILITY CO...
classroom.google.com/c/NTkwMTIwOTU2NjA0
Povijest Osnovna škola Ivan... kurikulum sve zemlje pbz365@net Oglasi e-Dnevnik lana Dashboard Online Primer Work... Visual Culture Art E... Photopea | Online P... Sve oznake

Učionica > INTENSIVE SUSTAINABILITY COURSE

Početna
Kalendar
Predmeti koje predaje
Za recenziju
Z ZAŠTITA I KOMUNIKACIJA ...
I INTENSIVE SUSTAINABILIT...
A ART TERAPIJA - OSNOVE I ...
D diplomski radovi
L LIKOVNA KULTURA U INTE...
M METODIKA LIKOVNE KULT...
O OSNOVE LIKOVNE UMJET...
M METODIČKA ŠKOLSKA PR...

Stream Školska zadaća Osobe Ocjene

Prilagodi

INTENSIVE SUSTAINABILITY COURSE

Kód predmeta
sdqIn55

Predstojeće
Nema zadataka sa skorim rokom
Prikaži sve

Objavite nešto svojem razredu

Lana Skender
8. pro 2023.
Dear students, thank you for your constructive feedback in the reflections. I hope to consider and incorporate them in the next course iteration. Those who have not done so yet, please complete your reflections by the end of next week, as we have the assessment and grading ahead. It was a pleasure working with all of you.

Dodajte komentar predmeta

11°C Mostly cloudy 21:21 18.1.2024

POSTAVLJANJE LITERATURE

eka arts academy tallinn – Goog x Školska zadaa za predmet INTE x +

classroom.google.com/w/NTkwMTlwOTU2NjA0/t/all

Povijest Osnovna škola Ivan... kurikulum sve zemlje pbz365@net Oglasi e-Dnevnik Iana Dashboard Online Primer Work... Visual Culture Art E... Photopea | Online P... Sve oznake

Učionica > INTENSIVE SUSTAINABILITY COURSE

Početna
Kalendar

Predmeti koje predaje

- Z ZAŠTITA I KOMUNIKACIJA ...
- I INTENSIVE SUSTAINABILIT...**
- A ART TERAPIJA - OSNOVE I ...
- D diplomski radovi
- L LIKOVNA KULTURA U INTE...
- M METODIKA LIKOVNE KULT...
- O OSNOVE LIKOVNE UMJET...
- M METODIČKA ŠKOLSKA PR...

Stream Školska zadaća Osobe Ocjene

LITERATURE

- UNESCO DOCUMENTS Uređeno 17. lis 2023.
- SUSTAINABILITY THROUGHOUT VISUAL CUL... Uređeno 19. lis 2023.
- CRITICAL-CREATIVE REFLECTION Uređeno 20. lis 2023.
- CULTURAL LITERACY Uređeno 23. lis 2023.

SUSTAINABILITY THROUGHOUT VISUAL CULT...

Pretraživanje

11°C Mostly cloudy 21:25 18.1.2024.

FORMIRANJE TEMA I ZADATAKA

The screenshot shows a Google Classroom interface. The browser address bar displays the URL: `classroom.google.com/w/NTkwMTlwOTU2NjA0/t/all`. The page title is "Učionica > INTENSIVE SUSTAINABILITY COURSE".

The left sidebar contains a navigation menu with the following items:

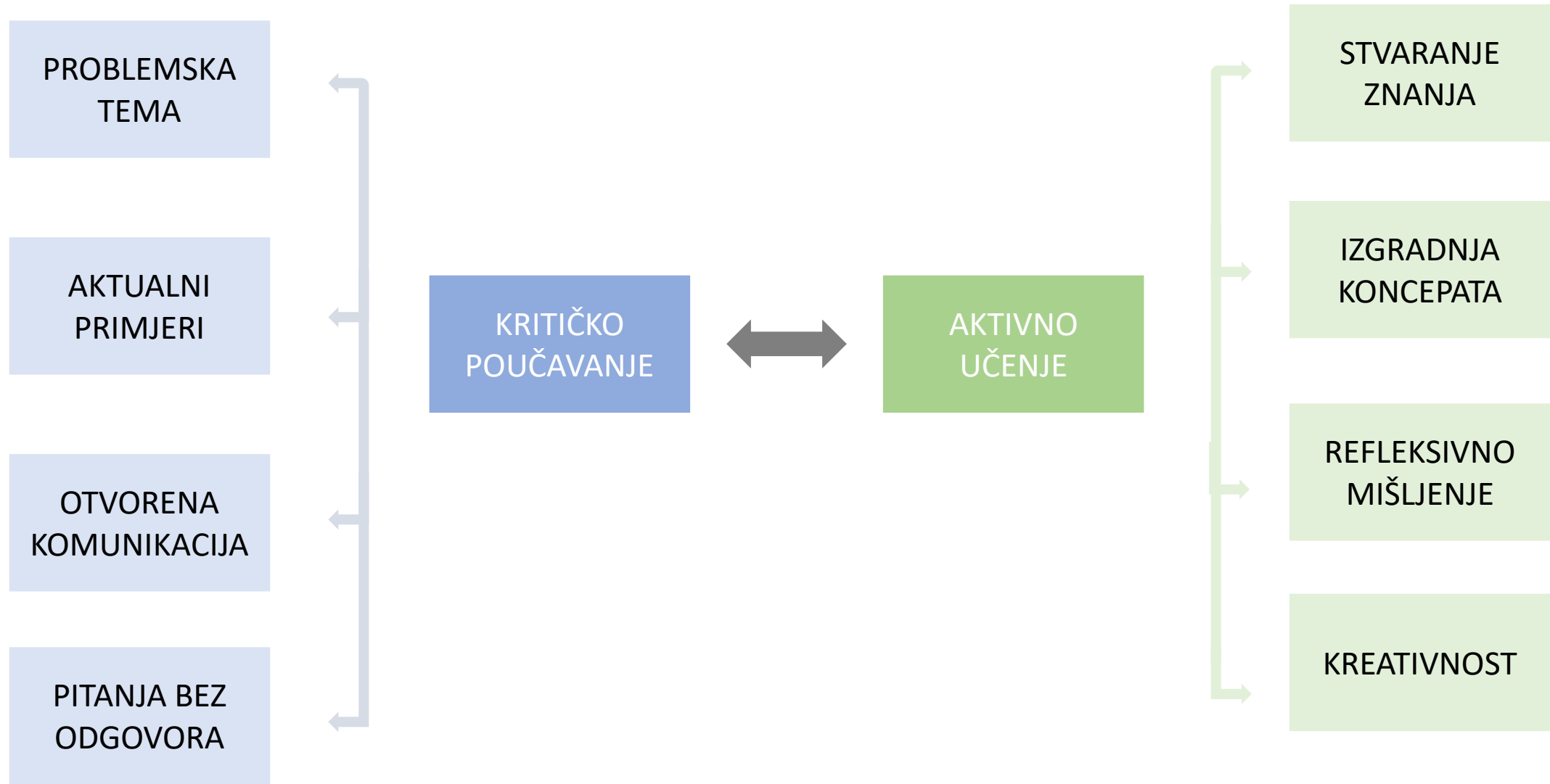
- Početna
- Kalendar
- Predmeti koje predaje
 - Za recenziju
 - Z** ZAŠTITA I KOMUNIKACIJA D...
 - I** INTENSIVE SUSTAINABILITY C...
 - A** ART TERAPIJA - OSNOVE I TE...
 - D** diplomski radovi
 - L** LIKOVNA KULTURA U INTEGR...
 - M** METODIKA LIKOVNE KULTURE
 - O** OSNOVE LIKOVNE UMJETNO...
 - M** METODIČKA ŠKOLSKA PRAK...
 - M** METODIKA NASTAVE POVIJE...
 - M** METODIKA NASTAVE POVIJE...
- Arhivirani predmeti
- Postavke

The main content area is titled "Školska zadaća" and lists three topics:

- SUSTAINABILITY THROUGHOUT VISUAL CULT...**
 - Topic description and presentation (Uređeno 1. stu 2023.)
 - TASK: VISUAL CULTURE (Uređeno 3. stu 2023.)
 - TASK 4 - FUTURE SCENARIOS FOR INTEGRA... (Uređeno 3. stu 2023.)
- CRITICAL-CREATIVE REFLECTION – METHOD ...**
 - Topic description and presentations (Uređeno 20. lis 2023.)
 - TASK - RESEARCH OF SOCIAL JUSTICE ISSU... (Uređeno 20. lis 2023.)
 - TASK - CRITICAL-CREATIVE REFLECTION (Uređeno 23. lis 2023.)
- CULTURAL LITERACY: KEY TO UNDERSTANDIN...**
 - TOPIC DESCRIPTIONS AND PRESENTATIONS (Uređeno 23. lis 2023.)
 - TASK - WORLD CAFFE - CULTURAL DIVERSI... (Uređeno 21. lis 2023.)

ACTIVITIES	METHODS	ECTS	LEARNING OUTCOMES	DIGITAL TOOL
SUSTAINABILITY THROUGHOUT VISUAL CULTURE AS A NEW EDUCATIONAL SOCIO-TECHNOLOGICAL PARADIGM				
group work presentation of one scenario	Future studies: causal-layered analyses, scenario method	0.5	<ul style="list-style-type: none"> •Understands the fundamental characteristics of sustainable development in their field. •Critically analyzes contemporary professional practices from a future-oriented perspective. •Reflects on the role of individual experts in shaping educational policies. 	Padlet
individual work creation of interactive image	researching and presenting	0.5	<ul style="list-style-type: none"> •Understands the fundamental characteristics of sustainable development in their field. •Critically analyzes contemporary professional practices from a future-oriented perspective. •Critically examines how integrating cultural literacy into visual arts education promotes cultural understanding, appreciation, and inclusivity. 	Thinglink
CRITICAL-CREATIVE REFLECTION – METHOD FOR TEACHING VISUAL ART				
group work creation of timeline	reversed chronology	0.5	<ul style="list-style-type: none"> •Critically analyzes contemporary professional practices from a future-oriented perspective. •Critically examines how integrating cultural literacy into visual arts education promotes cultural understanding, appreciation, and inclusivity. 	Genially timeline
individual work Creating artwork with photo transfer	critical-creative reflexion (photo transfer)	0.5	<ul style="list-style-type: none"> •Creatively plans their activities according to the principles of sustainable development. •Expresses critical thinking about sustainability issues in visual arts education in a creative way. 	workshop
CULTURAL LITERACY: KEY TO UNDERSTANDING THE TRUE POTENTIAL OF VISUAL CULTURE EDUCATION				
group work critical discussion	World Caffe	0.5	<ul style="list-style-type: none"> •Understands the fundamental characteristics of sustainable development in their field. •Critically examines how integrating cultural literacy into visual arts education promotes cultural understanding, appreciation, and inclusivity. 	Canva
individual work making a digital mind map	Mind map	0.5	<ul style="list-style-type: none"> •Understands the fundamental characteristics of sustainable development in their field. •Critically examines how integrating cultural literacy into visual arts education promotes cultural understanding, appreciation, and inclusivity. 	Coogle





PROBLEMSKA
TEMA

AKTUALNI
PRIMJERI

OTVORENA
KOMUNIKACIJA

PITANJA BEZ
ODGOVORA

KRITIČKO
POUČAVANJE

AKTIVNO
UČENJE

STVARANJE
ZNANJA

IZGRADNJA
KONCEPATA

REFLEKSIVNO
MIŠLJENJE

KREATIVNOST

CRITICAL REFLECTION ON COURSE:

Dear students, please write a critical course review within 1800 characters.
Address the following points:

Have you learned something new about sustainability?

Can you apply the new knowledge in your future profession?

What content would you add to the course, or how would you change the methodical approach?

KRITIKA

I understand the course's orientation, but I would have appreciated a certain level of flexibility within the course structure and a stronger connection to the individual backgrounds and professions of the participants. I missed the integration of sustainability as a general teaching method that can be applied and established in various fields. For this, I would have preferred a more thorough exploration of what sustainability means.

Working as a graphic designer, I don't see a direct way of applying this specific knowledge to my practice, however, it did make me more aware of the social aspects of bringing in techniques from other cultures. Making collage in this way, on the other hand, could be something I try again in the future.

Perhaps the content that I missed the most was a change of approach when talking about artists from the global south. Instead of treating them as an object they should be treated as a subject, with an autonomous epistemology. So, instead of seeing their works and commenting on them freely, we should read their essays, watch videos with them talking about themselves and discuss based on the knowledge that only they can state.

PREPORUKE

Perhaps I would also use this “Cube” method in the course. Egemist has a method that makes it easier to observe the topic from different sides/aspects. The cube is based on Bloom's taxonomy. One of the following instructions is written on each face of a cube made of cardboard (DESCRIBE, COMPARE, FIND CONNECTIONS, ANALYZE, IMPLEMENT, PRESENT YOUR POSITION/ASSESSMENT).

Students get a topic and deal with it from six different angles. Each facet focuses on a different issue. Can be used as pair and group work (e.g. each member of the group has a different facet). For some topics, it is appropriate to roll the cube like a die, with each student writing about the aspect they come across when rolling.

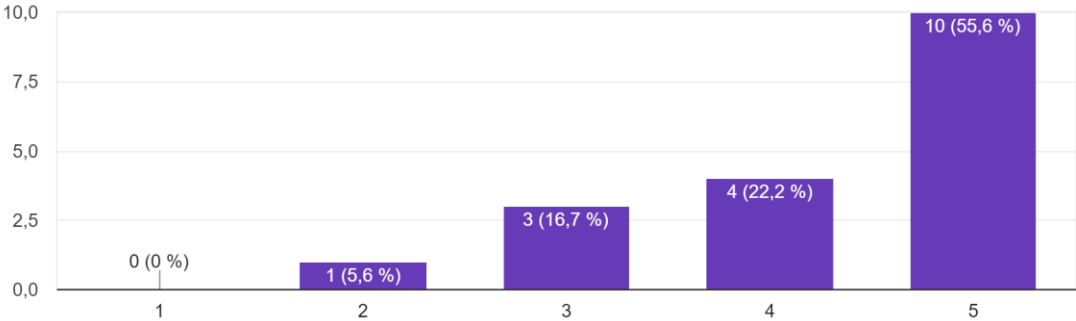
Since I got to participate in the class with people from not only art education, but also different design and architecture fields I would add some sort of homework regarding sustainability in their own field and how they implement it already followed by an open discussion in the classroom. In many of the cases there is a lot of knowledge to be shared from open dialogue and from people who we do not necessarily get a chance to interact often.

In connection with architecture, the idea arose that students could be given the independent task of walking around the city and looking for visual examples of sustainable urban space. The examples could be photographed and discussed later in class.

SATISFACTION WITH TEACHING PERFORMANCE

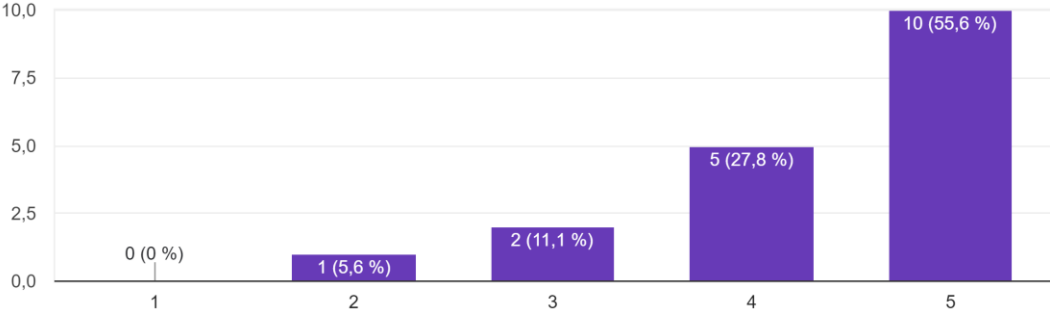
The learning contents are presented in an interesting manner.

18 odgovora



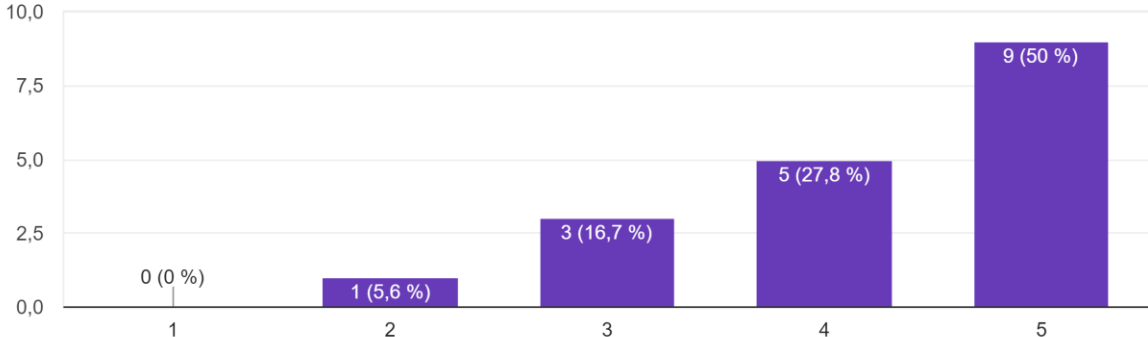
The professor has successfully encouraged student's active learning with creative methods.

18 odgovora



The professor explains clearly and competently.

18 odgovora



Hvala na pažnji!

