



COURSE DESCRIPTION

Flipped Classroom

Two chemistry teachers in Colorado started recording lectures in 2007 for students who kept missing class. The whole class started watching anyway.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

It's 2007, in a chemistry classroom in Woodland Park, Colorado. Jonathan Bergmann and Aaron Sams start recording their lectures so students who miss class for sports or illness can catch up. Then the students who were in class start watching the videos too — and the two teachers notice something they didn't plan for: with the lecture already watched, class time is free for the practice students used to struggle through alone as homework.

This week you build that shift for one lesson of your own, one part at a time. You need no video experience: the phone or laptop you normally use is enough — bring it with its charger — and you can stay off camera.

- Monday — you see how the idea began, take the model apart into its parts, and choose one lesson from your own subject to flip.
- Tuesday — you write and record a first video of about five minutes, and try it out on colleagues.
- Wednesday — you plan the class hour that the video frees up, including how you guide individual students and groups.
- Thursday — you plan what happens when a student has not watched, or has no device at home, and practise the first ten minutes of your class.
- Friday — you teach your flipped lesson to a small group, revise it, and plan your first two weeks back.

By Friday there is a five-minute video you recorded, a 45-minute class plan built around it, a short check for the start of the lesson with an alternative for students who could not watch, and a two-week plan small enough to start on your first day back.

02 Course description

Flipped classroom means moving the explaining out of the lesson and into something students meet beforehand — usually a short video — so the lesson itself is used for what needs a teacher in the room: guided practice, discussion and problem-solving. The model began, as the Overview describes, with Jonathan Bergmann and Aaron Sams in 2007 and spread from there.

Flipped classroom is one of several blended-learning arrangements. This course teaches it as a practical method in its own right; choosing between arrangements is covered in our course Blended Learning and Education for the Future. The before-class part is normally online, and a printed version is an accommodation for students without access, not a replacement for the model.

The week is built around the three parts every flipped lesson has, and a last day that brings them together. Before class: a short video or reading that introduces one idea. The check that opens the lesson: how you know who has watched, and what you do for the student who has not. In class: the freed-up time, planned so that you can work with individual students and small groups. On the final day you teach all of it together to a small group, before it goes near a class.

Two things make this workable rather than daunting. The first is scale: you flip one lesson, not a whole unit, and you decide afterwards whether to do a second. The second is honesty about who can do what. Some of it you can do alone, in your own classroom. Some needs one colleague. Some — a place to host videos, devices for students who have none at home — you have to ask your school for, and the week gives you a short list of what to ask and how to ask it.

Tools are a means here. Everything in the week can be done with a phone or a laptop and free tools such as a built-in screen recorder, or on paper, and the course works with whatever your school already uses. The course treats flipped classroom as a method to try, not as a guaranteed result: whether it helps depends on the subject and the class, and the week is built so that you find out on one lesson before deciding on a second.

03 Learning outcomes

- 01 Design a flipped lesson in which a short video or reading introduces one idea before class and class time is used for guided practice and discussion.
- 02 Script, record and share a first video of about five minutes, using tools such as a phone camera or a screen recorder.
- 03 Plan a 45-minute in-class part in which you guide individual students and groups.
- 04 Set up a short check at the start of the lesson, with an alternative for students who could not watch or have no device at home.
- 05 Evaluate a flipped lesson against a peer-feedback checklist, revise it, and plan the first two weeks of using it in your own school.

04 Methodology

One Part of the Lesson Per Day	The week starts with the video, moves on to the class hour it frees and the check that opens that hour, and ends with your whole lesson together, so each day builds on the one before.
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Peers as Students	Participants record, teach and give feedback on each other's work in small groups, so every draft is tried on real listeners before it goes near a class.
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Any Device, Any Tool	Tasks can be done with a phone or laptop and free tools such as a built-in screen recorder, or on paper, so what you build still works when you are back at school.
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Day 1

The Idea and Its Parts

- **Icebreaker:** "60-Second Flip" — each participant explains a hobby or skill in 60 seconds as if recording it for a flipped-classroom video, then the group discusses what made an explanation work
 - Welcome, registration and introduction
 - **Bergmann and Sams' 2007 origin story:** what they changed, what surprised them, and what it means for a modern classroom
 - The parts of a flipped lesson — before class, the check, in class — and where the Christensen Institute places flipped classroom among blended learning arrangements
 - **Choosing your lesson:** one idea from your own subject that a five-minute video can introduce, and a one-sentence learning goal for it
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Day 2

Before Class: Your First Video

- **Warm-up:** "Pause and Rewind" — in pairs, one explains the chosen idea aloud in two minutes while the other holds up a hand wherever a student would get lost, then swap; the pause points become the first draft of the script
 - **What makes a short lesson video work:** one idea, a plain opening, pause points, a question to answer while watching
 - Writing your script from your pause points, and recording it with a phone or screen recorder — voice and slides or whiteboard are enough, no face needed
 - Watching two colleagues' videos and giving feedback with a short checklist
 - **Turning the video into a task:** what students watch, and the two or three questions they answer
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Day 3

In Class: The Hour You Just Freed

- **Warm-up:** "The Empty Hour" — in pairs, name what you would do with 40 minutes of your lesson if the explanation were already done, then compare lists across the room
 - **Choosing what fills the freed-up time:** guided practice, discussion, problem-solving, short one-to-one conversations
 - **Guiding individuals and groups:** how to move around the room, which questions to ask instead of giving answers, and how to set up groups so that everyone has something to do
 - Planning your 45-minute in-class part around your own video, using a one-page plan with before, in class and check sections
 - **Where videos and tasks live:** an online classroom such as Google Classroom, a school platform, or a shared folder, and what to ask your school for
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Day 4

The Check: When Students Have Not Watched

- A short check at the start of the lesson: three questions on paper or with a quiz tool such as Kahoot or Socrative, and what the answers tell you
- Students who did not watch or have no device or connection at home: a catch-up corner in class, printed alternatives, and how to plan for them without singling anyone out
- A short note to students and families explaining the routine, drafted in your own words

- Practising the first ten minutes of your flipped lesson in groups of four, with colleagues as students
- What you can set up alone, what you can do with one colleague, and what you will ask your school for — written as a two-line request to a named person

Day 5

Your Own Lesson

- **Teaching your flipped lesson:** ten minutes each in small groups, with peer feedback against the checklist
- Revising the video, the class plan and the check after the feedback
- **Your first two weeks back:** one lesson, one check, one decision about whether to do a second
- Reflection and self-assessment
- Course evaluation
- Issuing the Course Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: a script template, a one-page lesson plan with before, in class and check sections, and a peer-feedback checklist, together with the videos, plans and checks that participants produce during the course. Tools such as a phone camera or built-in screen recorder, an online classroom such as Google Classroom, and a quiz tool such as Kahoot or Socrative — or paper versions of each.

07 How to prepare

- Nothing needs to be prepared in advance: you choose one idea from your own subject on Day 1.
- On Day 2 you record a short video. Your own phone is enough: voice with slides or a whiteboard will do, and your face does not need to appear.
- A laptop is useful for slides but is not needed.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide names digital transformation as a horizontal priority, stating that "the Erasmus+ programme plays a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 8).

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

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COURSE PAGE

erasmusmobilityacademy.com/courses/flipped-classroom

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.