



DAILY PROGRAMME

Flipped Classroom

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30-15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 The Idea and Its Parts	DAY 2 Before Class: Your First Video	DAY 3 In Class: The Hour You Just Freed	DAY 4 The Check: When Students Have Not Watched	DAY 5 Your Own Lesson
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Day by day

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

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
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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.

ISSUED BY

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COURSE PAGE

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