

FLIPPED

LEARNING

Marika Toivola
Pekka Peura
Markus Humaloja

in Finland



EDITA

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1st edition

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CONTENTS

To the reader	7
Meet the Authors	10

1 **A NEW MYTH of learning** 13

Everyone wants to learn	14
School and learning today	15
Building a new myth of learning	18

2 **DEFINING flipped learning** 21

What is flipped learning?	22
What is a learner-centred learning culture?	26
What is learning?	28

3

LEARNERS
generate
their own
motivation

31

Social constructivist learning culture	32
Motivation	36
Zone of proximal development	42
Self-paced learning	45
Self-regulation and autonomy	48

4

COLLABORATIVE
learning is the
cornerstone
for learning
how to learn

53

Collaborative learning	54
An open and relaxed atmosphere promotes collaborative efforts	57
Scaffolding	60
The physical environment and psychological safety	61
Heterogeneity	64
The learner's identity	66
Active language skills	70
Active language skills are necessary for the development of multiliteracy	71

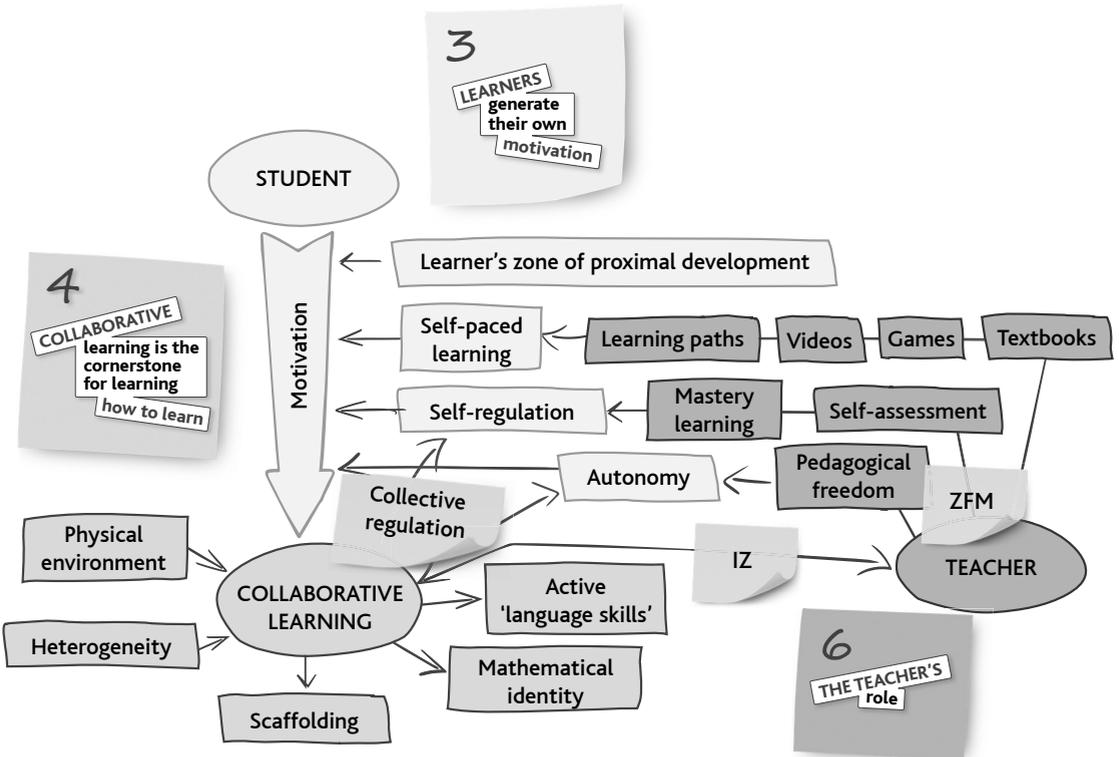
5 PRACTICES and tools for organising flipped learning 73

Setting targets	74
Clarifying learning targets	74
Planning	76
What should you consider when planning study modules?	77
The three levels of planning: year – module – week	79
Launching a study module and the first lessons	89
During the first lessons, targets are set and learning is launched	89
Formative assessment and learning support	91
Using assessment to support learning	91
Is continual assessment possible in large student groups?	92
Diverse assessment of learning	93
Final assessment of a study module	97
Harnessing ICT in teaching and learning	100
ICT is part of future learning	100
What kinds of learners are digital natives?	101
Digital tools diversify and deepen collaborative learning	103

6 THE TEACHER'S role

109

A learner-centred learning culture	110
The nature of the learner's zone of proximal development	111
Enabling autonomy	117
An informal learning environment supports learning	118
Freedom to choose engages students in their schoolwork	120
Educational partnership supports a mastery goal learning environment	122
Enabling self-paced learning	125
Learning paths	126
Teaching videos	127
Study materials	129
Supporting a learner's self-regulation	134
Bibliography	138



TO THE READER

Welcome to a pedagogical discussion in which theory and practice will engage in dialogue and challenge each other to open the doors to greater understanding. This book is based on a doctoral thesis being prepared by Marika Toivola, and Pekka Peura's and Markus Humaloja's practical work in developing learning culture and the role of the teacher. It is aimed at all those interested in teaching: For the teacher seeking their own role in space and time. For parents seeking to understand the spirit of the new National Curriculum and to support teachers in the educational mission they share at home and school. For teacher training, as an indication of the importance of cooperation between educational science and teachers in developing professional skills.

This book presents flipped learning. It should not be taken as a manifesto for the one true teaching approach, but rather as a change theory. Colleagues and constructive pedagogical debate should be seen to enrich the development of a teacher's own work and their growth as a professional. The development of schools and teaching is usually characterised by an attempt to find a teaching methodology or learning model that would replace previous methods or automate learning. Such a thing simply does not exist. Although this book will run through practical methods that can be employed by both class and subject teachers, flipped learning is not a collection of methods. It arises from learner-centricity and a humane approach to learning. *Flipped Learning in Finland* makes a stand for more humane learning, and has been written in the spirit of the Comenius' Oath drawn up by the Ethical Committee for the Teaching Profession:

“As a teacher I am engaged in educating the next generation, which is one of the most important human tasks. My aim in this will be to renew and pass on the existing reserve of human knowledge, culture and skills.

I undertake to act with justice and fairness in all that I do and to promote the development of my pupils and students, so that each individual may grow up as a complete human being in accordance with his or her aptitudes and talents. I will also strive to assist parents, guardians and others responsible for working with children and young people in their educational functions.

I will not reveal information that is communicated to me confidentially, and I will respect the privacy of children and young people. I will also protect their physical and psychological inviolability.

I will endeavour to shield the children and young people in my care from political and economic exploitation and defend the rights of every individual to develop his or her own religious and political convictions.

I will make continuous efforts to maintain and develop my professional skills, committing myself to the common goals of my profession and to the support of my colleagues in their work. I will act in the best interests of the community at large and strive to strengthen the esteem in which the teaching profession is held.”

Schools and teaching have always provoked strong feelings in students, parents and teachers alike. The new National Curriculum’s perspectives on learner-centricity and self-regulation in particular have roused opinions, but they are not matters of opinion. Although Finnish teachers enjoy great autonomy and pedagogical freedom, we also have a great responsibility to comply with the Act on Basic Education and Act on General Upper Secondary Education. While writing this book, we have engaged in rigorous debate about our rights and obligations as teachers. We sought not only to understand each others’ ideas about learning, but also to challenge our own understanding of the opportunities afforded by teaching. We hope that this book will give teachers some inspiration and ideas to support their teaching, but above

all, we hope that this book sparks off constructive pedagogical debate in our working communities and helps teachers to play a significant part in each other's professional development and coping.

We would like to thank both our colleagues and the principals and teachers we've become acquainted with through social media for their valuable input into this book. It has been an honour to work with you. Significant input has also been received from those critical teachers who took the time to challenge our ideas and remind us of the diversity in both learning and teaching. We would also like to thank the staff at Edita Publishing Oy – your support during the writing of this book has been invaluable.

May 2017, Rauma, Helsinki and Vantaa

Marika, Pekka and Markus



MARIKA
TOIVOLA



PEKKA
PEURA



MARKUS
HUMALOJA

MEET THE AUTHORS

Marika Toivola, MA, is both a trained physicist and a subject teacher in maths and physics. She is working on her PhD in educational science, and her doctoral thesis is seeking to understand the theoretical justification for flipped learning and the associated changes in the teacher's role and identity. Marika has engaged in practical efforts to forge a more learner-centred culture in both secondary school and upper secondary school, and is a sought-after trainer in formative assessment. In 2013, the Technology Industries of Finland Centennial Foundation recognised Marika for her efforts in promoting open learning materials. Marika Toivola and Tiina Härkönen have written ten mathematics textbooks for secondary school with CC-BY licences. The series is free for everyone to use, modify and enrich. Marika is the mother of four school-aged children, and she is passionate about ending the homogenisation of both students and teachers.



Marika Toivola



Pekka Peura



Markus Humaloja

Flipped Learning in Finland provides an introduction to the concepts, theoretical background and practical implementation of flipped learning. The authors challenge the prevailing myth of how learning takes place at school and present flipped learning as a new one. With a strong practical foundation, flipped learning emphasises a human approach to learning and the student's freedom to learn. In flipped learning, teachers have more time to communicate with their students as individuals, and the students can tap into the teacher's know-how as a route to self-motivation. The book challenges teachers to develop their teaching towards a student-oriented culture of learning.

The authors are the most widely recognised advocates and developers of flipped learning in Finland. Marika Toivola, MA, is both a trained physicist and a subject teacher in maths and physics. She is working on her PhD in educational science. Pekka Peura, MA, has ten years of experience as a subject teacher in maths and physics. Throughout his career, he has engaged in groundbreaking and award-winning work to enhance subject teaching. Markus Humaloja, MA (Education), has almost fifteen years of experience as a class teacher in different environments, and has been involved in the development of technology-assisted teaching and learning throughout his career.

"AMAZING! Spot on and such an inspiration!"

Benedicte Texnes Andersen, Norway

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