

# Introduction to Flipped and Blended Learning

Concepts, Examples, and Practical Applications

A workshop for Korean middle & high school teachers



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# Learning Objectives

- **Understand Key Concepts**  
Grasp the fundamentals of flipped and blended learning approaches.
- **Analyze Strengths and Weaknesses**  
Critically evaluate the pros and cons of these teaching methods.
- **Explore Real-Life Examples**  
Examine scenarios applicable to Korean high school contexts.
- **Develop a Basic Plan**  
Create a strategy to incorporate flipped/blended learning into your teaching.





# Workshop Agenda

- 1** — Part 1: Warm-Up and Introduction  
30 minutes
- 2** — Part 2: Understanding Flipped and Blended Learning  
45 minutes
- 3** — Part 3: Strong Points and Weak Points  
30 minutes
- 4** — Part 4: Application and Planning  
1 hour
- 5** — Part 5: Wrap-Up and Reflection  
15 minutes



# Warm-Up and Introduction



1

## Icebreaker Activity

"What challenges do you face in engaging students during class?"

2

## Discussion

Highlight common themes and link responses to flipped/blended learning relevance.

3

## Overview

Present session objectives and explain global and Korean trends in flipped/blended learning.



# Understanding Flipped Learning

## Key Concepts

- Pre-class activities
- In-class activities
- Post-class activities

Focus: Active student engagement and preparation

## Examples



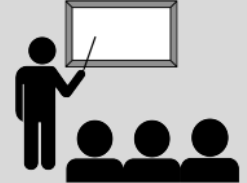



- Pre-class: Video lectures
- In-class: Problem-solving or group discussions
- Post-class: Reflective tasks or quizzes



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### What is a flipped class? (a 1 minute video)



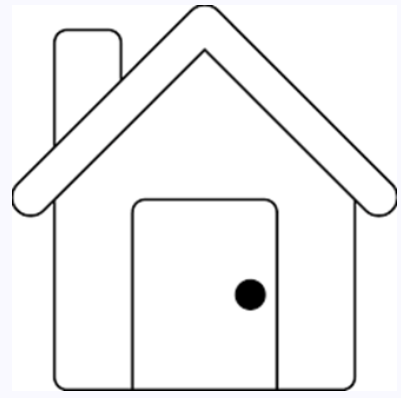
OLD (Before the Flip)		NEW (After the Flip)
 <p data-bbox="2140 807 2417 833">Students read over materials</p>	<p data-bbox="2479 633 2571 703">BEFORE CLASS</p>	 <p data-bbox="2633 789 3003 841">Students complete interactive learning module.</p>
 <p data-bbox="2140 1154 2387 1180">Students listen to a lecture.</p>	<p data-bbox="2479 980 2571 1050">DURING CLASS</p>	 <p data-bbox="2618 1137 3003 1189">Students practice applying key concepts with feedback.</p>
 <p data-bbox="2125 1492 2417 1519">Students attempt the homework.</p>	<p data-bbox="2479 1328 2571 1397">AFTER CLASS</p>	 <p data-bbox="2602 1484 3003 1536">Students check understanding and extend learning to more complex tasks.</p>



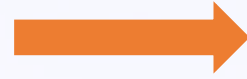
# Flipped Learning



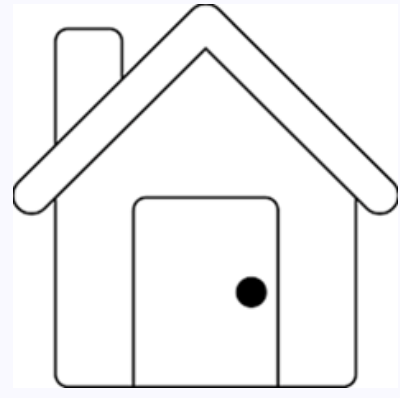
**1. Teacher**



**2. Students – Before Class (At Home)**



**3. Students & Teacher During Class**



**4. Students – After Class (At Home)**



**4. Teacher – After Class**



# Flipped Learning



## 1. Teacher



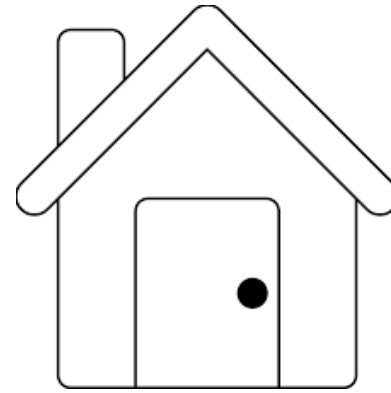
1. Use existing technology to ease students into a flipped mindset (PPT Voiceover, [PPT Screen Recording](#))
2. Allow yourself time for experimenting with tech tools and methods [ED TED](#) , [Edpuzzle](#) , [Genially](#),  
[Socrative](#), [Show Me](#), [ScreenPal](#) , [CapCut](#), [MagicSchool](#), [YouTube](#), [Padlet](#), [teflsites.com](#) & [WSQ Method](#)
3. Keep video lectures short (10-13 minutes is ideal)
4. Buddy up with one or more teaching partners / or tech-savvy students
5. Set a specific target for the flip
6. Don't try to do too much at once







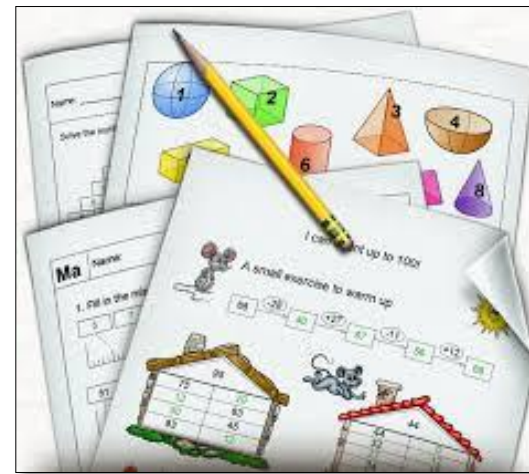
# Flipped Learning



## 2. Students Before Class (At home)



Videos, reading,  
introduction to concepts,  
getting familiar with terms  
and phrases



Instructions, worksheets,  
online quizzes...



Clear understanding of  
what to do in the next  
class? (bring in worksheet,  
questions, discussion  
groups, projects etc...)





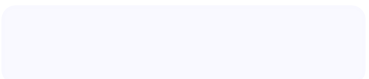
## 3. Students & Teacher During Class

**In class time** is used for deeper engagement with content, while the teacher provides guidance through:

- Collaborative projects
- Individual and group problem solving
- Peer-based learning activities

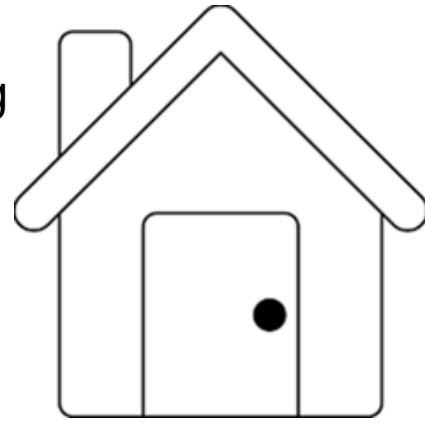
**The teacher can also:**

- Clarify points the students did not understand in the video and/or engage students in discussion/interaction about the topic of the video (WSQ)
- Differentiate activities and give more one-to-one assistance





# Flipped Learning



## 4. Students After Class (At Home)

### After class Students can do:

Projects, papers, creative things, review key concepts

### They can also:

Assess, discuss, summarize, synthesize, consolidate, evaluate, plan, reflect and prepare for the next class



## 4. Teacher After Class

### After class Teachers:

- Post any additional explanations or resources needed
- Grade
- Review
- Revise
- Repeat



# Understanding Blended Learning

## Definition

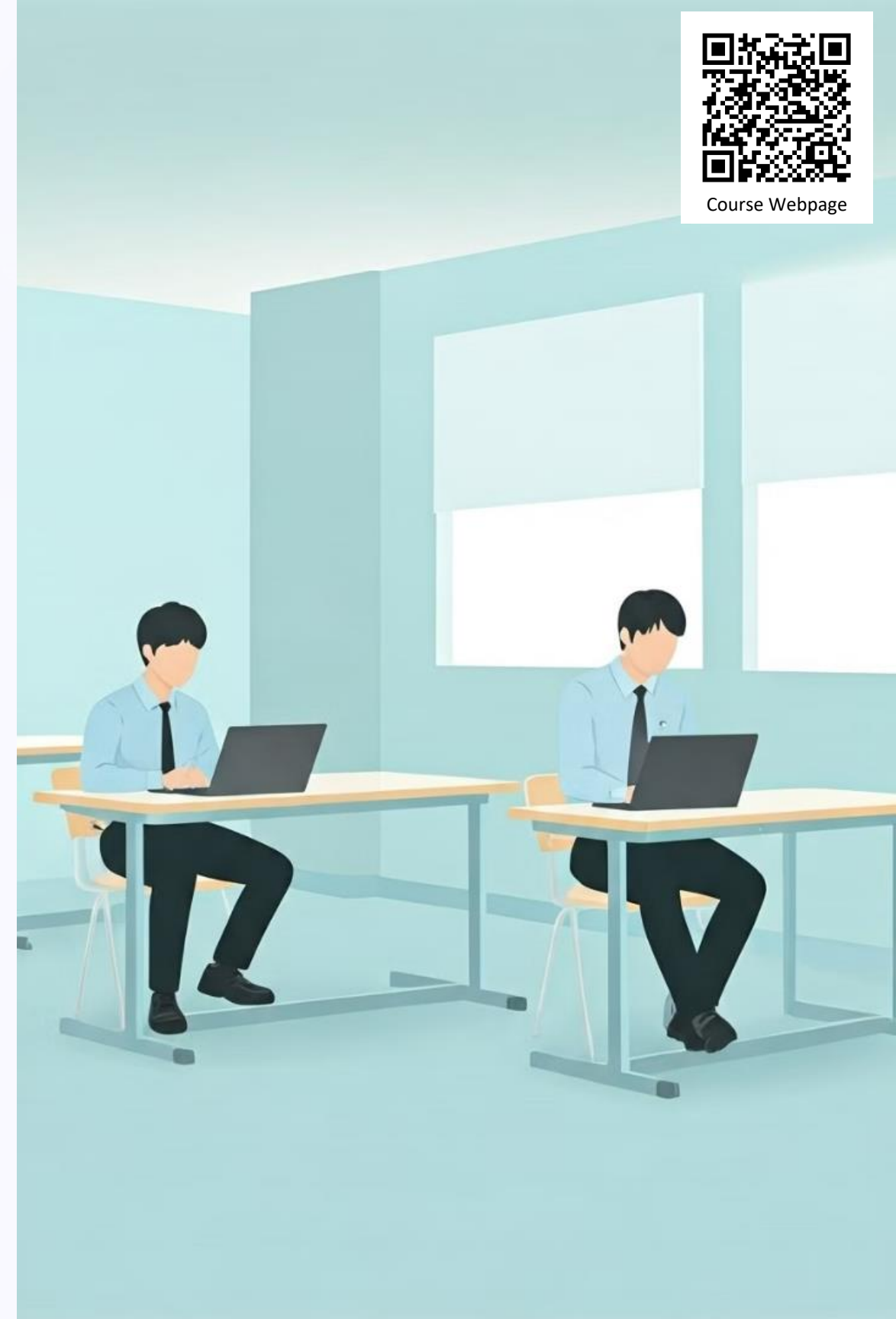
Integration of online and offline tools for enhanced learning experiences.

## Models

Station Rotation and Flex Model provide flexible learning environments.

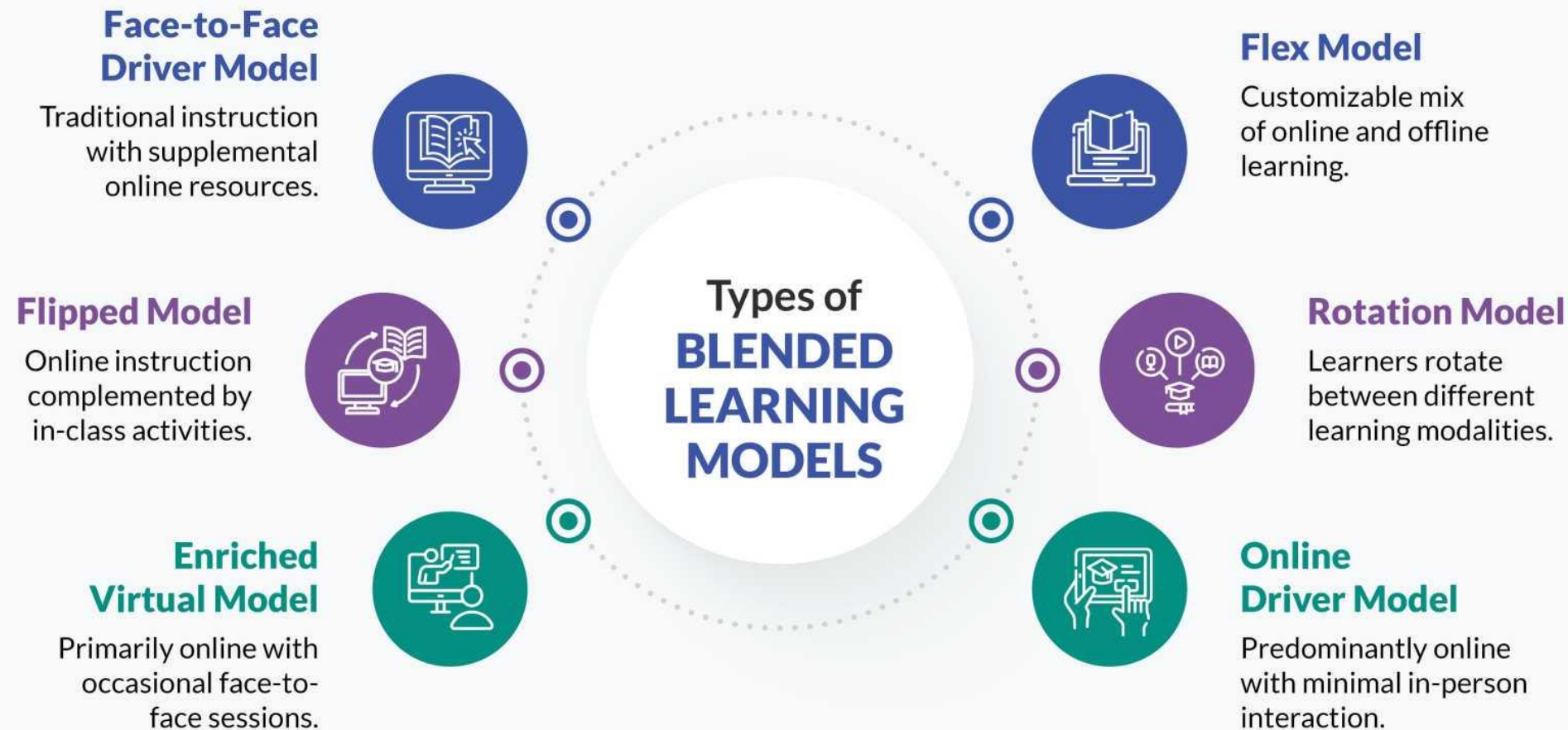
## Benefits

Personalization, flexibility, and resource optimization for students and teachers.





# Types of Blended Learning Models



For more information, download: [Blended Learning Models](#)



# Flipped/Blended Learning Case Study



## Analyze a Case Study

Examine provided scenario in detail -

- [Video](#)
- [Worksheet - At Home](#)
- [Worksheet - In Class](#)



## Group Discussion

Identify strengths and potential challenges.



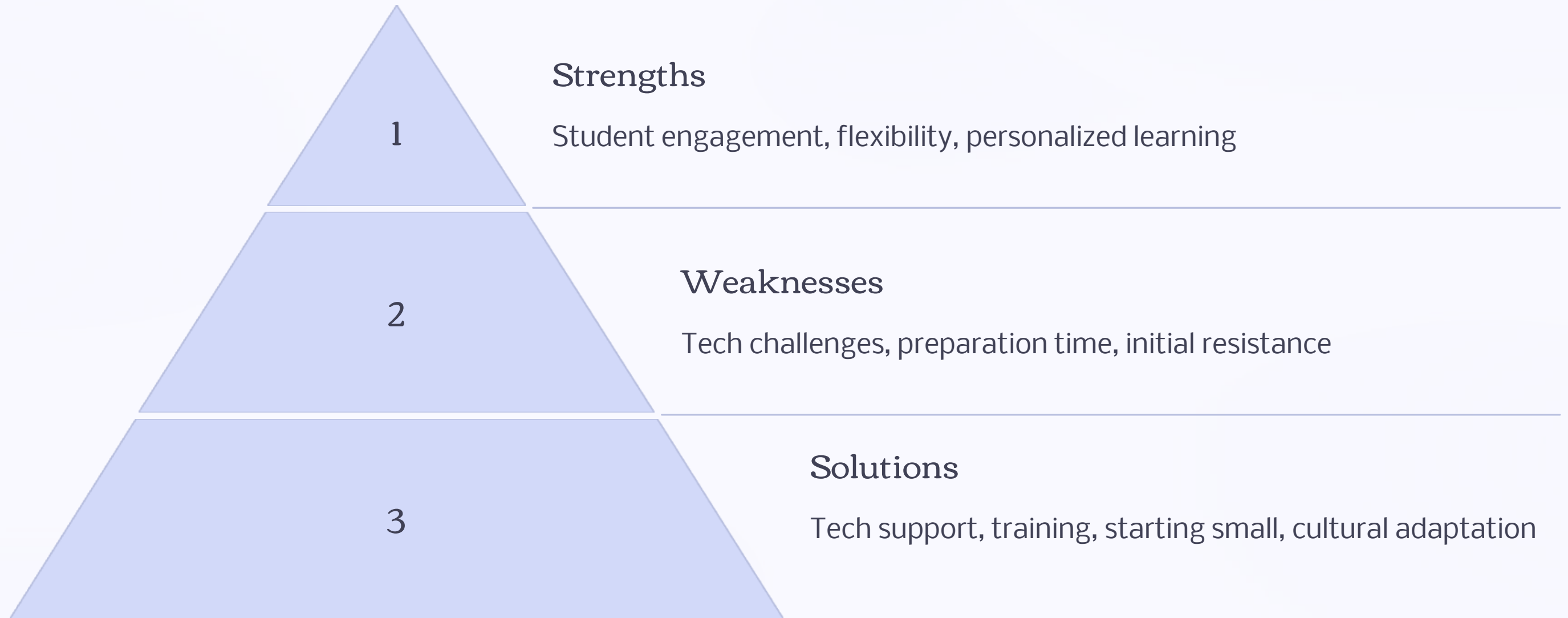
## Present Findings

Share insights with the larger group.





# Strong Points and Weak Points



Facilitated discussion: Overcoming challenges in Korean classrooms.



# Application and Planning

1

## Choose Subject

Select a topic for your flipped/blended lesson.

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2

## Design Activities

Outline pre-class, in-class, and post-class components.

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3

## Peer Review

Share plans and provide constructive feedback.

Use provided [template](#) for guidance in creating your lesson plan.





# Wrap-Up and Reflection

## 1 Q&A Session

Do you have any questions?

## 2 Reflection Activity

Share key takeaways and application ideas.

## 3 Post-Workshop Survey

Evaluate content clarity, engagement, and usefulness.



# Introduction to Flipped and Blended Learning

 Thank You 😊



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