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OER 6.1.1

Reorganising Spatial-Temporal Classroom Dynamics via the Flipped Classroom Model

Identifier	OER 6.1.1
Title	Reorganising Spatial-Temporal Classroom Dynamics via the Flipped Classroom Model
Creator	Panevėžys "Vyturys" Progymnasium - Lithuania
Description	The resource addresses a reconfiguration rather than the addition of a digital tool: the shift of the times and spaces of learning. It reconstructs the historical roots of the flipped classroom — from Lage, Platt and Treglia to Bergmann and Sams — and the empirical evidence that supports it (Freeman, van Alten, Strelan). The practical focus is on designing the diagnostic–laboratory–restoration sequence while guarding the equity of the home phase, the model's Achilles' heel.
Keywords	flipped classroom; active methodologies; in-class time; diagnostic sequence; empirical evidence; home study equity; learning spaces; instructional design
Language	EN (English)
Affiliation	Panevėžys "Vyturys" Progymnasium - Lithuania
Contributor	STIAEM Transnational Scientific Board (peer review, Rhodes validation protocol)
Media Format	Text; Infographics
Genre	Training Manual; Educational Guide
URL	https://www.stiaemproject.eu/?oer_download=OER-6.1.1
Citation	Panevėžys "Vyturys" Progymnasium. (2026). *Reorganising Spatial-Temporal Classroom Dynamics via the Flipped Classroom Model* [Educational guide]. Slow Tech Innovation: AI, Ethics, and New Teaching Methods (STIAEM), 2025-1-IT02-KA220-SCH-000365213.
References	Bergmann, J., & Sams, A. (2012). Flip your classroom: Reach every student in every class every day. ISTE / ASCD. Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences (PNAS), 111(23), 8410-8415. https://doi.org/10.1073/pnas.1319030111 Lage, M. J., Platt, G. J., & Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. The Journal of Economic Education, 31(1), 30-43. https://doi.org/10.1080/00220480009596759 Strelan, P., Osborn, A., & Palmer, E. (2020). The flipped classroom: A meta-analysis of effects on student performance across disciplines and education levels. Educational Research Review, 30, 100314. https://doi.org/10.1016/j.edurev.2020.100314 van Alten, D. C. D., Phielix, C., Janssen, J., & Kester, L. (2019). Effects of flipping the classroom on learning outcomes: A meta-analysis. Educational Research Review, 28, 100305. https://doi.org/10.1016/j.edurev.2019.05.003
Educational Level	Secondary School

Associated Module / MOOC Video Lesson	Module 6 - Classroom Practice and Authentic Assessment / Video 6.1 - Active Methodologies & Flipped Classroom
Learning Objectives	Recognise the paradox of classroom time and describe how the flipped classroom reorganises it; reconstruct the historical roots of the model and the empirical evidence supporting it; design the diagnostic-laboratory-restoration sequence, safeguarding the equity of the home phase.
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