Reflective Essay on Course Experience: Moving Towards Flipped Learning

Attending the *Moving Towards Flipped Learning* course has given me a fresh perspective on how learning can take place inside and outside the classroom. Before attending the course, I understood flipped learning mainly as pupils watching videos or accessing learning materials before coming to class. However, I learned that it is more than simply moving content outside the classroom. It is about using classroom time for active learning, practice, collaboration and meaningful interaction.

One key insight I gained was the importance of making pupils more responsible for their own learning. In an English classroom, pupils need opportunities to practise using the language rather than only listening to the teacher's explanations. By introducing some learning content before the lesson, classroom time can be used for speaking activities, group work, discussions and language practice. I believe this approach can also help quieter pupils become more involved in classroom activities. It gives them some preparation time before they are expected to participate.

The course also introduced useful digital resources and strategies that can support flipped learning. I particularly appreciate the flexibility of allowing pupils to access learning materials at their own pace. Pupils who need more support can revisit the materials, while more confident pupils can explore additional activities. This can be useful in my classroom, where pupils have different levels of English proficiency.

The course also changed my understanding of the teacher's role. Flipped learning does not make the teacher less important. Instead, the teacher becomes more of a facilitator who plans meaningful activities, monitors pupils' progress and provides support when needed.

Overall, the course has encouraged me to rethink how I use classroom time. I hope to gradually incorporate flipped learning strategies into my English lessons so that my pupils become more active, independent and confident learners.