Flipped classroom
-Connected education-

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Abstract:

Traditional pedagogy is considered to be a practice where learners are passive, and the teacher is also responsible for doing everything as he is the sole holder of knowledge, and the fear was not being able to refocus learning on the learners which has led to the pedagogical approach called flipped learning. Through this work we will have tried to know this new pedagogical approach by answering the following questions:

- What is flipped classroom?
- What is the flipped learning impact?
- Why do we resort to flipped learning?
- What are the models of flipped learning?
- Can flipped learning change the school

Keywords: flipped learning, traditional learning, technology, pedagogy, knowledge; application

الملخص:

تعتبر البيداغوجية التقليدية ممارسة يتعلم فيها المتعلمون بطريقة سلبية،يكون فيها المعلم المسؤول عن القيام بكل شيء لأنه هو المالك الوحيد للمعرفة.ما جعل التخوف متعلقا بعدم القدرة على إعادة تركيز عملية التعلم على المتعلمين ، مما دفع الى اعتماد النهج التربوي الذي يُطلق عليه اسم "التعلُّم العكسي". من خلال هذا العمل ، سنحاول معرفة هذا النهج التربوي الجديد من خلال الإجابة على الأسئلة التالية:

- ✓ ما هو التعلم العكسي؟
- ✓ ما هو تأثير التعلم العكسي؟
- ✓ لماذا نستخدم التعلم العكسي؟
- ✓ ما هي أنماط التعلم العكسي؟
- ✓ هل يمكن للتعلم العكسي أن يغير المدرسة؟

الكلمات المفتاحية: التعلم العكسي ، التعلم التقليدي ، التكنولوجيا ، البيداغوجيا، المعرفة، التطبيق

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Introduction:

The more we learn the smarter we've become, because in a fast changing world, if you can't learn, unlearn and relearn, you are lost, for this purpose, the educational institutions in different stages seek to achieve the goal of learning by adopting various mechanisms, methods and approaches. Where knowledge has become an area of control over the other and a lack of knowledge is a way of weakness and defeat in a world where it is only for the finest and the safest.

Education has evolved and gone through different stages; we may focus more on Behaviorism that is usually referred to in the singular or unified behaviorism, defines learning as a lasting change in behavior resulting from the consequence of a particular training " **learning is transmitting knowledge**, reinforcing behaviors". However, Burrhus .F. Skinner disagrees with the ultimate aim of behaviorism arguing that the behaviorist should focus at the level of the person where any response depends on a stimulus, even if the stimulus is not identifiable, the response rate and the way the body responds to strengthening of the environment. In spite of the fact that the teacher (behaviorism) is centered on the pupil and on the intellectual task to allow the pupil to succeed his school learning and realizes efficiency in technical and professional learning. Some critical remarks are addressed to behaviorist type teaching, namely: The operationalization of the objectives to be achieved means that the teaching is quickly faced with a large number of objectives to be aimed at the same time. This limits this kind of practice among teachers; then reducing a complex learning into a succession of simpler learning can have the effect that even if the student is satisfied with all the intermediate stages of learning, he may not be able to master the complex learning initially targeted.

But behaviorism is dead, killed by the Cognitive revolution; our Century widely accepted this conception unmediated relation between an organism's inputs or stimuli on one side and its outputs or responses on the others, where "**to learn is to deal with**

information, through the internal mental mechanisms that constitute thought and action". Cognitivism developed at this time, focused on the idea of mind as computer science, centered on processing unit capable of symbolic processing with the idea that intelligent behavior can be represented on the basis of a formal language allowing the manipulation of symbols, this vision was primarily based initially on behavioral models of cognitive psychology, it seeks today to be legitimized by the contributions of neuroscience (the links between decisions and emotions). After that, the process of learning has changed for the work of Jean PIAGET who considered learning as" **learning is building**".

Constructivism considered in its widest senses is concerned with more than a theory of learning, where it seek to investigate and understand the origin ,nature, methods and limits of human knowledge, this last does not proceed from perception but from action; the act of knowing an "object" is inseparable from the act of "knowing" exercised by the knowing subject; by "organizing the world" (that is to say knowledge) the intelligence (that is, the way of elaboration of knowledge) is organized itself.

In learning, its emphasis on students constructing understanding through direct experience, they are placed (students) theirs selves in active situations to meet and resolve conflicts between different schemas that are being constructed, the constant processes of exploration, testing hypotheses, adapting schemas and reorganization of knowledge are central, and this is done in a double adaptation: either by a simple assimilation (the individual sorts and selects what is according to his schemas, he decodes with his initial knowledge), either by an accommodation (the new knowledge broadens the existing structures by creating a new schema of assimilation). An equilibration of these two processes leads to cognitive progress, to higher stages of structuration.

Now, we threat a socio-constructivist vision of knowledge-in-action, involving mainly "mediations" where "to learn is to exchange" because in today's knowledge based and net working education, an educational organization's ability to acquire, develop

and strategically leverage knowledge has become a crucial factor for educational global competitiveness.

We will try through this article to identify the most important of these new and contemporary teaching methods that of the Flipped Classroom, by answering the following questions:

- What is flipped classroom?
- What‘s the flipped learning impact?
- Why we resort to flipped learning?
- What are the models of flipped learning?
- Can flipped learning change the school?

The educational process in its efforts to produce quality products must be consistent with the nature of the learner and the learning environment and the efficiency of the teacher. Therefore, the adoption of educational methods based on the use of technological learning environment help to obtain information and good use in less time and effort to the learner, making it a product of information, among these methods which are adopted especially in universities we find the flipped classroom.

The Flipped Classroom or Flipped Teaching was coined by the American Salman Khan in 2006 - he was then a financial analyst - when he started putting videos online so that his cousins can revise their mathematics classes. He then created in 2009 his own educational site, the Khan Academy, which now has a database of more than 4500 videos visible for free.

J. Wesley Baker from Cedarville University in the United States who had created and used the flipped classroom for the first time in the mid-90s. He presented his ideas in 2000 in a presentation entitled "The 'Classroom Flip': "Using Web Course Management Tools to Become the Guide by the Side" at the International Conference on "College Teaching and Learning" According to Pilling (2013) Baker was teaching someday and his students were taking notes from his electronic presentation when he realized that it was a waste of precious time.

So he made the presentations available for them to study in their own time and he started using the classroom time to apply the concepts by guiding and assisting his students with exercises and activities. At that time, before deciding to focus on his teaching, he

presented several workshops on his model and other teachers started to reverse their classes. At the same time, Lage, Platt and Treglia have published two articles on their inverted teaching in their economics classes at the University of Miami, namely: "The Internet and the Inverted Classroom" and "Inverting the classroom: A gateway to creating an inclusive learning environment ", in order to better meet the needs of their students who had a variety of learning styles, they inverted the traditional model of homework lectures, and asked the students to work on a theme before the course, using a choice of different resources, such as recorded lessons, video or audio with PowerPoint presentations, or written material on the theme. They then used the classroom time to answer questions before continuing with practical experiences and practical activities (scf-lsa.info)

1. What is flipped classroom? :

The flipped classroom so-called "reverse class" teaching strategy is a type of blended learning, while blended learning can be considered to be the marriage between “on line learning” and “on campus face to face learning “ activities, the flipped classroom is not just blended learning re-badged, there are a few important differences. In the flipped classroom students are required to engage in or complete some form of preliminary learning on line in preparation for a structurally aligned learning on campus with their instructors and peers (Carl Reidsema.2017) by rethinking the organization and time of learning. The "theoretical" parts of the course are taught out of the classroom, often digitally: videos, personal readings, virtual tours, podcasts, serious games, etc. From video or audio modules also called capsule, the teacher submits upstream courses recorded on a digital platform, more generally the ENT, or a social network. The courses are then referenced and chaptered in the digital workspace which becomes a resource bank.

Flipped classroom is a new kind of teaching model; where teachers make teaching video through the means of modern technologies, which consist of knowledge which they need to teach in class in traditional teaching (Simon K.S.2016)

The inverted class must in particular allow learning to take place in class, or at least in groups, which is why some teachers talk about a **socio-constructive** approach because the student builds his learning, social work group or projects will be a bearer with the double back support of peers and putting in perspective by the teacher who- in this approach- works with the student or researchers to choose a few activities in the chapter or lectures, seminar or lesson to flip, which involved a blog, online PowerPoint, videos, interviews, paper artifact collected from online lectures, including perceptions of changes in class work and home work This type of educational work illustrates the existence of an impact on the among of home work ,class work, time spent in class and the technology used, especially that especially with the internet the notions of time and space are completely reconfigured as explains Guillebaud who speaks of sixth continent "cyberspace" therefore, the effect and the means of acquisition in this method are wide and different.

So, in my opinion the flipped learning is a set of educational and educational devices which aims to optimize teaching and learning through the use of technology and digital tools, where the transmissive part of the teaching (lectures, instructions, protocols, etc.) is done in the presence notably with the help of technology which is characterized by the interaction between the student and the teacher, The latter plays a role of accompanist and between the students themselves in the context of many modalities and methods based on specific approaches and techniques that combines the face-to-face mode and the asynchronous virtual mode.

2. Why we resort to flipped learning?

We resort to flipped learning to better meet the needs of students, where the initiation of the reverse class will revolve around different points such as testimonials and cross-analyzes of the different actors of this pedagogical device and excerpts of sessions, plus the resources to consult are presented as videos; exchanges between peers on a platform, the development of a personalized reverse class project, to be conducted alone or in a group with the support of referent teachers, and finally support in the handling of multimedia tools.

In addition the teachers perceive the reversed class as rather positive because of the installation of an original dynamic which seems to allow to acquire technical skills (relative to the taught subject).Also, there are several causes that push us to use flipped learning among them the following ones:

- flipped learning is the result of the continuous work of both parents where they do not have the time to teach or supervise their children
- The school has changed in this time
- teacher devotes his time to accompany the students in concrete situations and to bring more personalized lighting
- Teacher answers questions that students ask rather than giving them answers to questions that do not ask
- Teacher can use class management sites or the YouTube or blog, or video software; to give lessons, documents, and quizzes, he can make individual catch-ups for those who do not understand.
- The teacher becomes a producer of content, with new professional gestures that are practiced as audio editing, register systematically..etc
- The position of the teacher evolves from that of “holder of information” to that of "coach" of learning, it helps

these students to develop their skills that allow them to access knowledge and build their knowledge.

- Teacher trains students in the technological tools that help them to learn
- Student have multiple activities and are constantly connected
- Student can realize the challenges in case of course comprehension
- Student in this method will not be alone in front of the course who must anticipate at home and who does not understand
- Student can learn more effectively and especially develop his autonomy
- The student can benefit from comrades tutoring, researches, experiments, and creation in his learning.
- Every student works at his rhythm in flipped learning
- If the student was absent he can view the capsules, revisit the one that interests him and stay informed, because he must read the course on a flat form online before the course and then start applications in class.

There are differences between learning by the flipped learning method and the traditional one, where the student does not need help in class to understand the course and learn at his rhythm. In addition to time management, the priority in the flipped learning is no longer given in terms of textbook support but to selected audio and video content.

3. Difference between traditional learning and flipped learning:

There are several differences between traditional class and reversed class, among them we can focus on the following:

3.1. In the traditional learning; the traditional pedagogy is followed by lectures prepared by the teacher in class; but the student is alone out of class to do homework without help, while in the flipped

learning, the student prepares his course without the teacher, and can understand it well with the help of these comrades on net, blog, Facebook or from the videos-self-learning, but in class the teacher is present for guide him to do his exercises and apply the ideas of home study courses and pedagogical transfer will be active.

3.2. In the traditional learning, purely transitive teacher offers few opportunities for the learner to become actively involved and thus to experience in-depth learning in the sense that learning becomes sustainable and useful, while teacher is in flipped leering focuses on the terms of task / performance distinction where teaching can be understood as a performance, when learning has occurred, but also as a task, without knowing in advance whether it will have consequences in terms of learning. Ericsson and Ellett (1987) follow and extend this distinction when they point out that learning is the joint necessity of the student and the teacher, and that the teacher has only an obligation of means and not of success. ; it would not be specifically related to effective student learning, but linked to the deliberate intention to teach, this student involvement, which may be called cooperation or participation, will become central (journals.openedition)

3.3. The main purpose of traditional learning is to provide information and teach specific information according to the curriculum reveals its positive to the student through the points obtained. while ,this approach therefore has the main interest to free up class time for the practice of knowledge in the presence of the teacher who becomes a guide to use the expression "From sage on the stage to guide on the side"

3.4. In the classical learning, everything is clear especially the school content, but in the classroom reversed; we talk about method, application to make capsules but never content while, in the inverted classes, the content can change over by the project method is important (where the tasks are the steps necessary to

the realization of the project) because it anchors the learning in the real and answers the natural question of the student: "why am I learning that?" But the essential thing is not the success of the project, it is the need for communication that the task causes; and from this need flows learning.

3.5. In the flipped learning, out-of-class activities focus on the autonomous appropriation of the mediated content, which makes some of the experience available in a virtual space accessible at all times to the student and is has a perception both critical and reflexive, which shows pedagogical issues (promotion of educational innovation), methodological and theoretical education).

3.6. In reversed classroom the idea is to translate the theoretical content upstream of the classroom time, the work at home is no longer application exercises to do after the explanation, but is instead the discovery of the concepts before the time of application in class.

3.7. In flipped learning, students' cognitive ability is stimulated at higher taxonomic levels by classroom and online questions, or by group activities and active classroom pedagogy.

The following figure summarizes the flipped classroom model in terms of benefits and process:

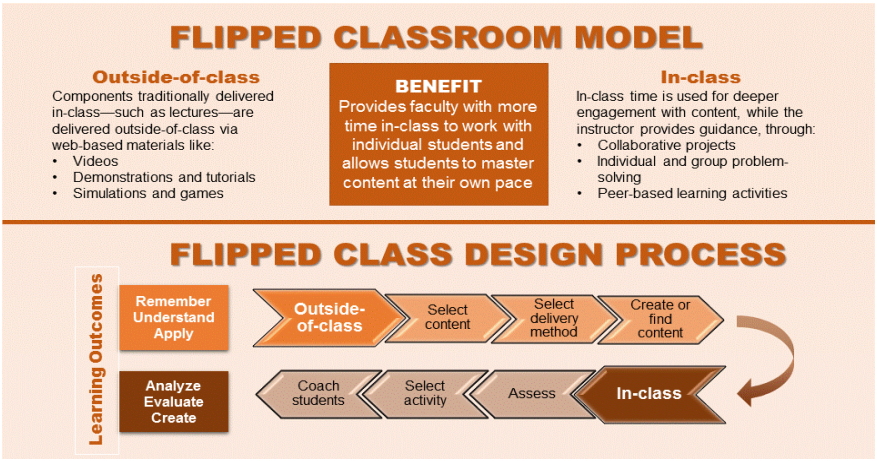

Figure 01: the flipped classroom model

4. Flipped learning cycle:

If the school changes or will change it is because it prepares for a changing society, or the digital has already changed our ways of learning, to work. We live in a world that reproduces the current knowledge the teacher can think that this that he teaches his students will accompany them throughout life.

Therefore, the process of education goes through multiple stages or so-called cycle, in which the teacher transfer knowledge and skills to his students and then put the problems and exercises associated with these lessons and knowledge in an attempt to develop and stimulate the mental processes of students and search for solutions within the section within interactive teams

The teacher (supervisor) may distribute a group of home exercises to the students, where they can consult about solving them through the means of the Internet and electronic communication, which stimulates participation and collaborative teamwork, and prompts the student to discover the dimensions of the lesson and from new dimensions he did not know before.Which is explained within the collective space to return the professor and transfer the transfer of knowledge, information and skills in the form of lessons or lectures and so the cycle is done each time.

5. **Pillars of Flipped learning:** We find within it
5.1. Flexible environment to facilitate learning
5.2. Learning culture.
5.3. Intentional content.
5.4. Professional educators/experts. As illustrated in the figure below:

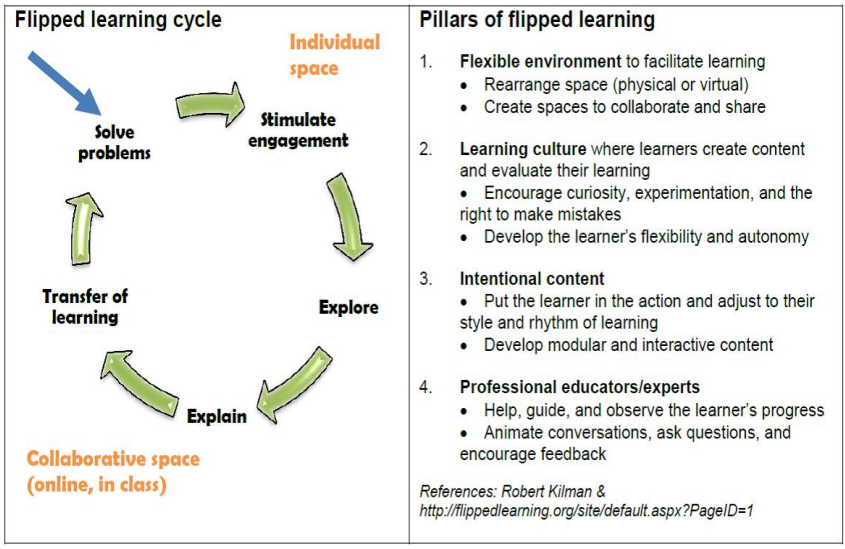

Figure 02: Cycle and pillars of Flipped learning

6. What's the flipped learning impact?

As the students no longer read the metro signs but they find their way on the map and do not send them by e-mail anymore but communicate themselves by various means of varied application, questions relating to the course missed or misunderstood or work to do or revision of the exam, the students ask them and answer on face book or messenger etc Therefore, the classical methods of education have become ineffective and do not aim at the pupils or students of this millennium. There is no need to anger the teacher if he does not find who hears him or interact with him within the classroom, because the student is busy tracking the new found across the net which receives various electronic products, whether educational or marketing or conceptual, In new psychological and educational ways emanating

from his desires and characteristics, making him close to the virtual Internet and away from the real classroom in which he actually lives. For those modern teaching methods that exploit this privacy, human individuality, love of research, appreciation and the desire for change leave a great impact on the student's present and future, his influence on professor is very great, because the first of the educational changes made possible by the numerical is the flipped learning, but he must be a master of computer and communication technologies, so that he can interact with students correctly and quickly.

Also, when a student watches his lessons in videos, he can pause at any time and review a passage as many times as he wants to make sure he understands it. He can also take the opportunity to write down questions that he will then ask the teacher in class. In addition to the importance of oral personal communication considered to be essential, because it is by learning to communicate that students learn a language that includes other language skills.

And the difference between our old educational means and these associated with the Internet that connected the minds of our children to them is the easy to use; the economy of gestures and interactivity, among these new methods we mark the flipped learning. So flipped learning as models of learning have a great impact on the present and future of the learners, educators, and educational process in general and beyond that, on those who are involved in the educational settings, because the challenges and issues of flipped learning are many and diverse and grow and evolve continuously .not limited to, contributed to the development of knowledge where the inverse pedagogy is therefore very compatible with so-called the co-construction of knowledge. It is not a question of doing homework, but of deepening concepts, reviewing what has not been understood, practicing, developing and experimenting, the student works the course at home, part of that or theoretical elements, the classroom part - in the classroom - is then devoted to work on students' questions, to remediation and points that have not been assimilated, to formative evaluations that will make it possible to check whether students have

understood the recommended steps. Also development of skills and abilities of the learners and therefore for the outcomes of learning process to change many strategies, models, patterns of learning process which are characterized by skills, knowledge, and abilities of the learners formed by these models and strategies of learning such as active and flipped learning, in addition to the learning objectives in different learning settings which influenced the level of awareness of the learners and the speed of their response to the modern learning process and its techniques (Jared Keengwe.2015)

Moreover, students have the opportunity to check the information provided by the teacher, or to fill a gap of memory in plain class, it gives them the illusion that the teacher is no longer a dispenser of knowledge, and students do not always see the point in writing down what is taught adults thus losing the opportunity of raising up precarious comments; remarks, which precisely make the difference. It seems more interesting to move towards this model than to trust students to learn to make them more autonomous in their research and learning even if their personal workload increases the class then becomes the place of a synthesis under the guidance of the teacher (François-exavier Hussherr.2017)

On the other hand, technology is the scientific and experimental study of all the techniques used, for a defined purpose creation and utilities in particular all knowledge and methods necessary for design and exploitation, for that the flipped learning use the techniques which become accessible for various learners in different learning setting, the challenge and main issue that should be taken into account is finding out the extent of knowledge and practical addition for all categories of learners, especially on the side of the learning process (I RM) For this, the impact of this method for the student is very vast, it is not more to undergo the course but to anticipate it, and the new concepts can be enriched by the additional and optional consultation and further consultation offered by the teacher. Thus, we can lead to the construction of a network of

referenced knowledge that the student can remodel at will, and the sessions are no longer compiled, linearly classified in the notebook, it may be objected that this approach requires strong coordination for an integrated team practice that is desirable, the "real" time and the "physical" space are then redesigned to develop a new pedagogical format centered around remediation, interaction, collaboration, mutual aid and cooperation. The following figure shows the most important impact of this method:

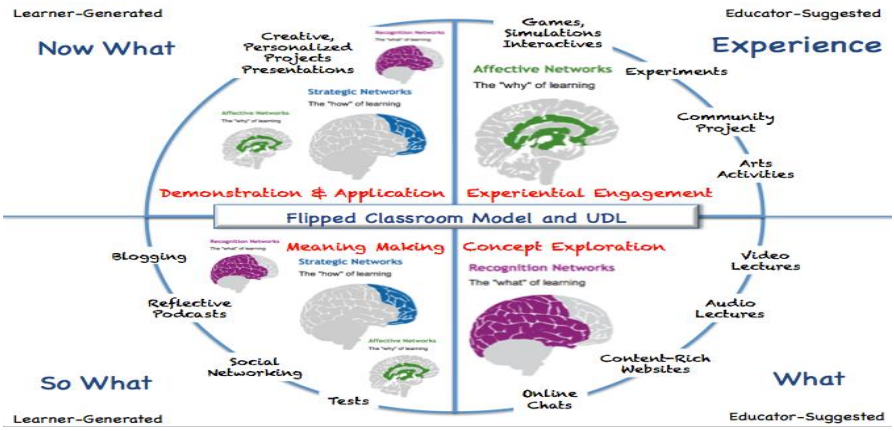

Figure 03: flipped learning impact

For the teacher this method also has a very considerable impact where he can build his course where each student can build his corpus of information to share with his class; develop new skills and access to knowledge, no longer by vertical and downward transmission from the teacher alone, in this case the collective educational work encourages the majority of students to engage in a training relationship they ask themselves: "What does it bring me as knowledge or know more or better?". As a result, they wait for the other students to gain understanding, help in accessing the problem-solving skills and improve the understanding of the lessons. Specifically, they will learn to listen to other peers, without interrupting them all the time

Then the teacher benefits from the dematerialization of the knowledge medium (video, sound, still image ...) which allows him to develop nomadic habits, so the resource becomes available everywhere, at any time, before, during and after the lesson. Where we need more conceptual creativity and more ethical courage and deeper theoretical efforts to sustain the qualitative shift of perspective that may help us confront the complexities of learning (Rosi Braidotti.2012)

On the teacher side too, this approach encourages educational innovation that the teacher helps, follows, and accompanies individual students through online discussions. He then acquires a finer vision of the difficulties encountered; and he can propose resources or help adapted according to the learning profiles and answers questions that students ask themselves, because the teacher in his class has more time to help his students individually and has more pedagogical possibilities to set up problem situations, to propose investigation methods and active methods based on observation and experimentation.

7. Models of flipped learning(inversed class):

Flipped learning is new direction and model of instruction, which developed the roles of learners and teachers, through switching performance of responsibilities of those roles. Especially we know that children who were 19 or 20 years old in 2016 were born already in a digital society; whoever comes back to school knows the digital tablet, at 14 they knew I pad. For that, the principle of the inverted class is not totally reversed the role of the pupil or student and the teacher but is primarily to rethink the use of space and time. Considering the previous principles where the student learns fundamental concepts at home from course videos to annotate them after class by exercises, presentations, etc

The first level is the model proposed by **Khan Academy** which concerns the level of the explanations in the videos, this step by step descriptions are basically directed at normally achieving students given the overall goals of any time-anywhere learning .On this platform, students can watch math tutorials to study course concepts

and then practice, this model is interesting because it also allows to practice in a group and with the help of the teacher.

However, these step by step instructions may be aimed at the level that is slightly too high for some students with learning challenges, specifically students with intellectual disabilities or learning disabilities may need a more in- depth, one-to-one instruction from the teacher to understand step-by-step process. (William N. Bender.2012)

This mode of class inversion is not the richest because it holds the student in the scenario "course-application of the course», but it is the most current modality currently, because its implementation is simple and the best adapted to the young pupils, where they find the possibility to go back, to put the pause button, to see extract that need it ,after they noted them in their agenda then they do their exercises in class, and the teacher authorizes those who have not seen the video for any reason to catch up in class, while the other students who did their exercises do a personalized educational work**.**

This type aims to pay more attention to students individually in order to improve the level and correct the misconceptions of some of them so the pedagogical content or exercises offered to them may not be the same, and the teacher plans a pooling time which allows all students to participate.

The second model is the model proposed by many researchers such as Marcel Lebrun in which experimentation precedes the theory and joins the evolution of the programs with the addition of framed practical works used in class and he adds the phase of watching lessons in videos after a phase of debate so the theory comes only after the experience, it consists in giving the students a preparatory work to perform at home as presentations from the resources suggested for a future course or a scheduled debate then it requires a synthesis of the teacher.

An open discussion is another model for flipped learning, it may be held in person or through the means of modern technologies today. It can be conducted and managed with any size of groups but it is more effective in a small groups and the traditional education is different from the open debates. The student must understand what is required of him to focus on his understanding, this may not require

many learning tools but only small papers may be sufficient to record the observations or the main question programmed as a goal of mental or scientific absorption.

The cooperative learning is also another method for flipped learning, it is a particular context of mediated and socialized learning that goes against the conception of technology as an instrument for exploiting group synergy, that promote interpersonal relationships, it is successful to learn and study different various material within each group, it must choose a team leader for managing the group, and presenting its assignments, this hind of method is centered around students by given them the means to be more autonomous, changing the role of the teacher allowing the setting up a co-construction. This emerging method carries concepts such as tele-training, distance learning, socio-technical environment where the groups are encouraged to use all methods of communication between them to achieve a specific task inside or outside the classroom.

The best teacher easily meet the challenge of applying different strategies, animate and value all their students and the challenge is even greater in the case of students with behavioral difficulties; the teacher must set up learning opportunities for those students, he has a role as an adaptator of these interventions, by the adaptation of the activities so that the young person has his place even partial, he must individualize the requirements, build up the learning, to appropriate the principles of teaching, to love and value all the students from a solid knowledge, and it supposes that he prepares a single course and that he uses different methods (Nadia Rousseau.2004)

A debate among the student is another technique for flipped learning; is useful for a small classes and groups, and for all the students in the class to get involved, learn also to listen to all students, it encourages cooperation and team work and raises the quality and the frequency of participation among the students and encourages sharing of responsibilities for learning and its outcomes. This approach reflects the demands of "real world" where individuals most often must work with each other to achieve their common goals.(Nancy Claxton.2008) Each student and group may take a good position and view, and they have to defend their ideas to refute any

opposing ideas in a systematic and scientific way. The role of teachers during discussion is to clarify the misconceptions.

A focus group typically brings together eight to ten qualified people for a face-to-face discussion of a particular topic (groups of over ten participants tend to be somewhat unwieldy interaction among the participants are less effective; and discussion can be hard to control) variation of this format such -as smaller groups conducted on the telephone or over the internet –they are used as a means of testing concepts, it is best used when the concept and idea you wish to evaluate is new and to design the questionnaire for a quantitative survey, and in case of brainstorming if you have problem to solve, it can also provide an excellent forum for generating creative ideas or new product ideas because it is a qualitative research which means that you do not obtain results with percentages, statistical testing or tables, and this method tends to be more exploratory. It does provide an important source of information for making decisions. It is important however to insure that persons using the results of such a qualitative study understand how to correctly interpret the resulting information (Holly Edmunds.2000)

Learning cell or **peer to peer** for learning is an effective way for a pair of students to exchange information, study or learn, where interpersonal power involves others directly in face to face relationships. Sometimes when power meets power each is increased (Edward Cell. 1984) it is a process of learning where two students can ash an answer some questions on a specific topic alternatively. It is the fact of having built a maintenance guide too closed (two students) with insufficiently open questions focusing too many on issues (like the case of health science students).

It aims to encourage the participants to confront their points of view on the explored subject because a collective interview does not allow studying the phenomenon at the same level of depth. The process of this method begins by forming the group in each class and starting asking the questions to each other, after discussion for the first round, the other student will ask a question and they will alternate accordingly, under the supervision and guidance of the teachers and in the light of a set of clear rules and regulations and the specific steps

that show the progress of the learn and its topics, the teacher should explore the views of students and give them the best feedback.

8. Flipped learning can it change the school?

In the past, the class is devoted to explanations of comprehension, deepening, exercises and individual and / or collective work, while today in the flipped learning students learn about the material and contents of the homework course from diversified resources, both classical and online.

This approach makes it possible to concretize the contributions of active learning from'' what does the teacher do? '' to'' what does the student do?'' a way to make the time spent in the classroom profitable, is developing strongly, especially in higher education, it constitutes a potential lever to break the uniform mold of identical knowledge transmitted to the whole of a class, the possibility presents itself thus to differentiate the pedagogy, to adapt the lessons to the different groups on different skills, and to know the reverse side of the odds that do not encourage this type of learning.

Indeed, the main question invoked by teachers is that of time, the response to the time-consuming nature of this practice lies in teamwork and the sharing of practices. One question remains: will the teaching teams be in tune to build a collective project and pool their production? There are cases where the teacher asks the students to prepare a course on a very general title. This is inevitably impossible and this explains why the students mix in the video very different things beyond the superficial aspect, no problem, no initial teaching of knowledge, no requirement. A great friendly but ineffective: the students obviously did not learn anything, throws students without a guide to fend off generalities. No structure, no problem. Again, and most disturbing, we lack material to make a definitive judgment. Second, if teachers, who have other content requirements do the same thing, would the result is the same? The reality shows that there are practices made by different teachers on classes of the same grade level and the results were not the same because these teachers had different objectives. Using the same method, the same audience, different results are obtained because they create the problem situations according to the pedagogical profiles.

However, we cannot criticize a video where students express themselves correctly and do not say nonsense compared to those who

do not know how to make sentences, not recognizing an adjective of a verb etc. It is therefore a tool for individualization of learning to fight against dropping out, and allow the hang-up through taking into account the rhythm of the student.

For this reason, these pedagogic methods remain subject to the approval of some and fear and opposition from others.

Conclusion:

Flipped learning has reverse everything in pedagogy, because the student is responsible for doing everything, write the chapters, illustrate them, to distribute copies, make films, ask questions..Etc. It is a company that produces knowledge.

This method, born in the United States in the mid-2000s, consists of reversing the nature of classroom and home teaching activities. For its part, the teacher is happy to "be able to free up time in class" and be able to accompany those who have the most difficulty. This is not the miracle method because it is one of the students who build the course, using resources on the internet or in digital libraries. They then test it on the teacher, who becomes the student.

We can always learn through pedagogical innovation even by non-experts, through collaborative work, to change the posture and work in an educational way in the world of school.

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