



How to Reopen Schools in a Flipped Manner Without a Flop

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Received: 15 September 2021 / Accepted: 11 November 2021 / Published online: 20 January 2022
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To the Editor: Apropos earlier letter [1], we are sharing a unique blending of classrooms for school reopening.

This pandemic is forcing new life skills on all (COVID-19 lifestyle). Students are perform “online only” learning and testing since March 2020. The Government is emphasizing online classes up to <8th grade; a paradigm shift in curricula (syllabi) with mandatory COVID-19 protocol for all, be it masking, physical distancing, vaccination, etc. for the schools, adapting to new teaching and learning (TL) techniques for teachers and the taught through “screens” (alone, in a virtual population), or wholesome monitoring for the parents.

A simple integrated model of online mode with the physical mode of classroom teaching, based on the flipped elementary classroom [2] is proposed. Integrating the on-site real classes by teachers [e.g., a small group of 10 (from 4th grade onwards) in a physical class of 30] for asymptomatic students with virtual mode for 20 at home or hostel, per session. These physical classes’ recordings may be relayed online in a staggered manner along with the interaction of the students on-site. The former may flip at the end of a week or session. Likewise, a digital repository unique to the grade, accessible and available for review/quality check will be created. It may be safely implemented by schools, after considering number of COVID cases (e.g., if <500/1 million population, in the last 7 d, in a particular zone) [3]. This approach of amalgamating the physical and online teaching is the need of the hour: an implicit mechanism for regaining

children’s confidence and social bonding skills. Team building (with other children in real life) will also unmask creative energy as they actually interact with others; improving their emotional intelligence and well-being.

Further, a new and tangible technointegrated life skill may evolve without compromising safety of our young children and schools.

Declarations

Conflict of Interest None.

References

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Publisher’s Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

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