

# Dr. Connie Liu

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## Teaching arrangements

Dr. Liu implemented flipped classroom methods in a major course in the second semester of 2014-15.

## Description

Dr. Liu implemented the flipped classroom approach to serve her teaching objectives. The approach aimed at motivating students to familiarize themselves before class with the principles of logistics management, thus reserving time for other types of in-class teaching activities. Prior to the class, students were required to complete a quiz composed of multiple choice questions. The quiz was delivered in an application for smartphones. Students had to apply the knowledge of logistics management in order to select the right answer and to complete the game on the smartphone. Students were required to attempt the quiz in groups in order to nurture a spirit of teamwork.

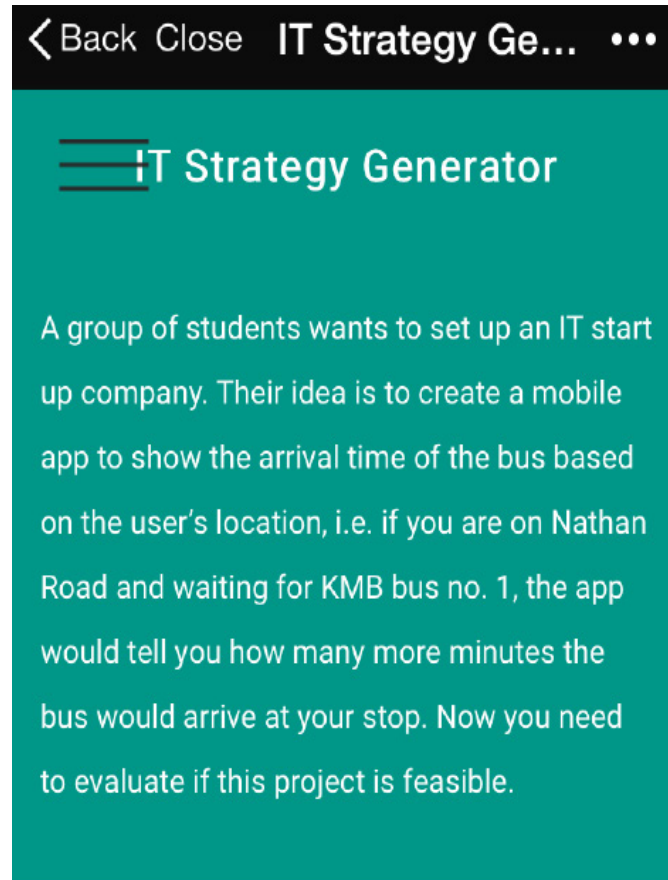
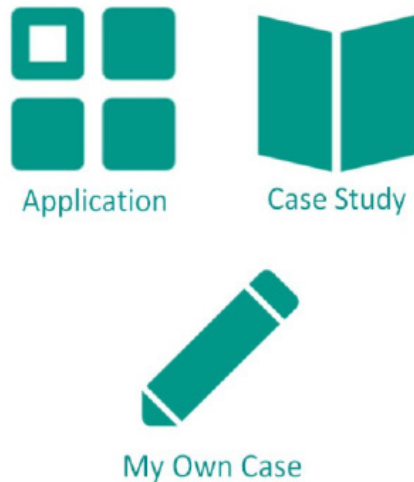
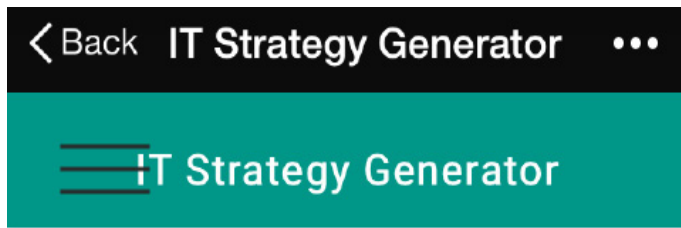
Since students practiced logistics management before class, the teacher did not lecture on the subject in class. With time saved, the teacher interacted more with students and conducted advanced teaching activities in class, such as tutoring individual students on case analysis and introducing news on the industry of logistics for analysis.

The teacher also planned to utilize Blackboard to integrate more online teaching materials. This implementation aimed at facilitating students' access to the learning materials.

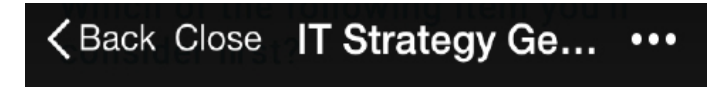


**Flipped Classroom  
with Self-learning by  
Playing Games on the  
Smartphone**

# Game Screenshots in a Smartphone



Which of the following item you'll consider first?



**Underlying value**  
i.e. if the business can create value for its stakeholder ans be useful for someone.



**Competitive environment**  
i.e. who are their competitors.



**Financing**  
i.e. how much money they will need.



**Technical requirement**  
i.e. what kind of technology that they need.