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Teaching arrangements

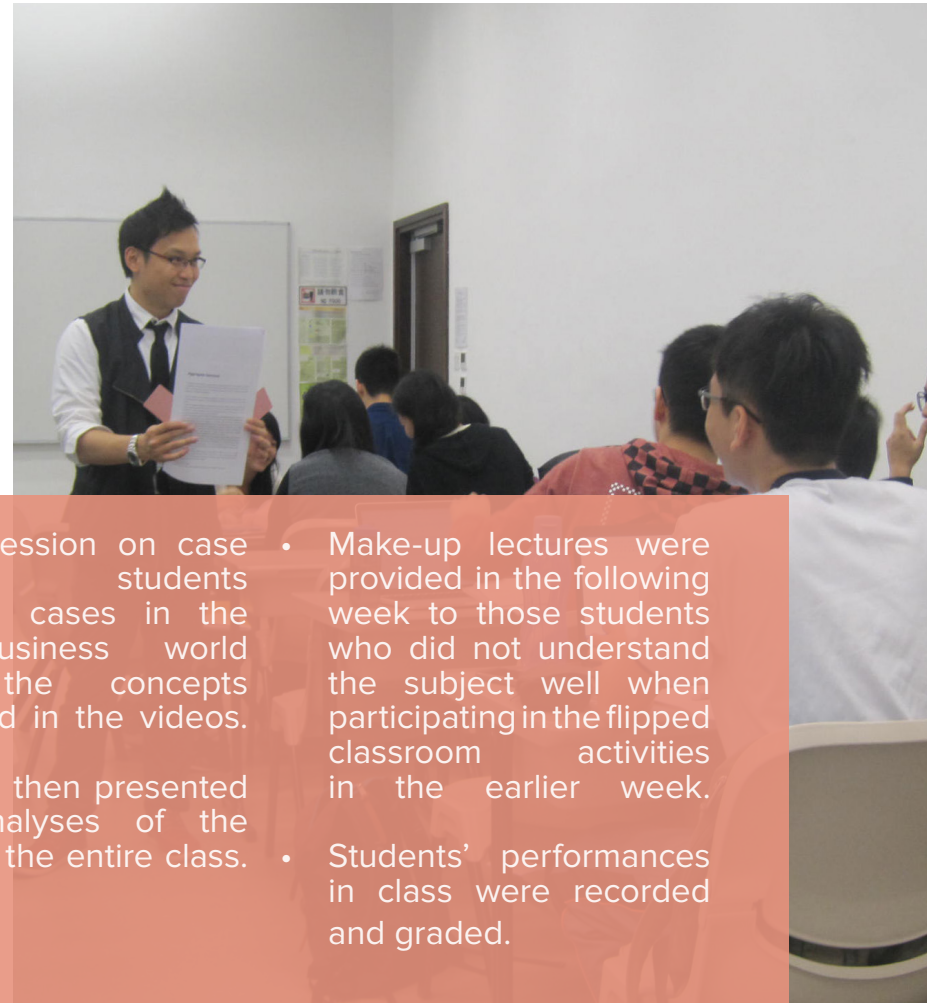
Dr. Ku implemented flipped classroom methods in a course in 2014 and discovered that the flipped classroom methods were suitable for freshmen learning. Dr. Ku, therefore, re-introduced these methods in the course, DSME 1040 Economics for Business Studies II, in the second semester of 2014-2015 after having made some improvements.

Description

The flipped classroom methods were applied during three selected weeks of lessons, with an emphasis on student engagement in in-class activities. The application of these methods had the following actions/activities.

- Short videos (selected from the Web) on basic concepts and lecture notes were provided to students before the class met.
- In class, students were divided into small groups to participate in games, case analyses, and presentations.
- In the game session, students answered multiple choice questions in [Activity](#), a special new function in [uReply](#). A group would lose a 'game life' for a wrong answer and it would be 'game over' once the players had used up all their 'lives'.
- In the session on case analysis, students analyzed cases in the real business world using the concepts discussed in the videos.
- Students then presented their analyses of the cases to the entire class.
- Make-up lectures were provided in the following week to those students who did not understand the subject well when participating in the flipped classroom activities in the earlier week.
- Students' performances in class were recorded and graded.

Diverse In-class Learning Activities and Active Student Involvement





Students' feedback

In late March 2015, three focus group interviews and one survey were conducted to obtain feedback on students' learning experience. Eleven students participated in the interviews. Ninety-seven completed questionnaires were received (a response rate of 65.54%). According to students, flipped classroom methods had the following advantages and disadvantages.

94%

COMPLETED
PREPARATIONS



uReply Games

RECEIVED
MOST LIKES



Advantages

- 1 Students preferred flipped classroom teaching to the traditional teaching because they liked the interaction between themselves and the teacher brought by the former.
- 2 The in-class activities made students engage more in learning.
- 3 The majority of students enjoyed and learnt a lot by working in groups.

Disadvantages

1

Less capable students found it difficult to understand the concepts without the teacher's lecture.

2

Students' learning experience varied according to their knowledge backgrounds. Students who were good at the subject enjoyed learning while the weaker students felt inferior to their more active peers.

3

Students felt pressured because the time given for case analyses and presentations was not enough.



Teacher's challenges

1

Students with diverging background knowledge held different opinions on the same learning materials (i.e. videos and notes in the preview session) and learning activities (group study and discussions). Thus it was difficult to meet all the needs of all students equitably.

2

Managing time in in-class activities remained challenging.

Improvements

1

More in-class interactions between students and the teacher will be helpful. These could include a Q&A session and the teacher's immediate comments on students' presentations.

2

The teacher is to produce his own set of self-learning resources for his students instead of relying on resources available on the public domain. The new resources should better serve the needs of his students and the curriculum of the course.