

# Dr. Annie Shu

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## Teaching arrangements

Dr. Shu implemented flipped classroom methods in a University General Education course, UGED2581 Psychology of Everyday Life, in the second semester of 2014-15.

## Description

This implementation was applied in one selected week of lessons. Dr. Shu aimed at piloting the effectiveness of flipped classroom methods in clarifying students' misunderstandings of psychological disorders and deepening students' understandings of psychological concepts. The implementation had the following features.

Students were required to watch videos (selected from YouTube) about psychological concepts and disorders before class. In class several open-ended questions were administered on [uReply](#) to check if students had watched the videos and understood the contents of the videos. The teacher reviewed students' answers posted on uReply, and selected important or difficult topics for further elaboration in the classroom or for future in-class discussion. To encourage students to watch the videos, a 5% bonus mark was given for students' performance in uReply.



**A Flipped Classroom for  
General Education Course**

## Students' feedback

To elicit students' feedback on their learning experience, a survey questionnaire was distributed to every student at the end of the semester. Thirty-seven valid completed questionnaires were received (a response rate of 59.7%). Eighty-nine per cent of students watched the videos before class, and students agreed that videos could help them to understand the basic concepts in psychology.

89%

COMPLETED  
PREPARATIONS



Engaging  
Class

RECEIVED  
MOST LIKES



## Advantages

- 1 Videos helped students to understand basic concepts and to prepare for the class.
- 2 All student answers to the open-ended questions on uReply were shown projected on the screen in the classroom. Therefore, uReply facilitated the discussion in class.
- 3 Students engaged more in learning because the class was more interactive and interesting than traditional teaching, students commented.
- 4 Students liked the flipped classroom methods because they motivated independent learning.

## Disadvantages

- 1 In-class discussion was not as vigorous or in-depth as students expected.
- 2 Students felt their understanding of concepts was less clear than in traditional teaching because there was less time for direct instructions in the lectures.
- 3 Class time was too tight and not sufficient to answer many questions on uReply.

## Benefits to teaching

- 1 The teacher can provide various and more interesting learning materials to students.
- 2 uReply helps the teacher configure if there are some contents that are difficult or confusing to students. This, therefore, enables the teacher to address those contents that are most in need of elaboration.
- 3 There are more chances of developing more insightful discussions in flipped classroom teaching than in traditional classroom teaching.

## Teacher's challenges

- 1 How to select interesting topics and set reasonable teaching objectives for a General Education course at the introductory level?
- 2 How to select videos for the preview?
- 3 It was not easy to motivate students to watch videos or to join in the discussion.
- 4 Managing time for in-class activities (uReply, discussion) was challenging. It may, therefore, not be suitable for the flipped classroom approach if there is too much content to be covered.
- 5 Students faced unexpected technical difficulties, including difficulties in accessing YouTube videos.
- 6 It was difficult selecting interesting topics and setting reasonable teaching objectives for a General Education course at the introductory level.
- 7 Another challenge was selecting appropriate videos for students to view.

## Improvements

- 1 It will help students to learn more if the teacher reduces the number of questions on uReply, hence facilitating more and deeper discussion in class.
- 2 More input and elaboration by the teacher after class discussion will help students to understand the concepts better.