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Teaching arrangements

Professor Cheung implemented the methods of flipped classroom in a minor elective course for freshmen, PSYC1000F General Psychology, in the second semester of 2014-15.

Description

The flipped classroom methods were applied in three selected weeks of lessons with the following features. Before the class met, the teacher provided links to YouTube videos to students. In order to assess if students had watched the videos before class, a quiz on contents of the videos was assigned to students in class. The quiz was composed of multiple choice questions in [uReply](#). Students' performances in the quiz were recorded as part of course assessment.

Students' feedback

To elicit students' feedback on their learning experience in this teaching approach as well as their suggestions for improvement, a student survey and a focus group interview were conducted at the end of the course. Sixty-seven completed questionnaires were received (a response rate of 78.2%). Ninety per cent of the students watched the recommended videos before class. And 45% of respondents agreed they benefited most from the teacher's lectures in this course, followed by Pre-lecture videos (27%), Discussion (12%), and uReply (9%).



Teacher's challenges

1. It was not easy to encourage students to watch the recommended videos before class.
2. It was not easy to engage students in discussion in class.
3. It was challenging to implement e-learning platforms for teachers who were not good at technology.

Advantages

- 1 Videos allowed students to preview the contents before class and provided extended and supplementary knowledge on the subject.
- 2 Lectures after exercises (using uReply) made students understand the subject better.
- 3 Students liked the interaction (discussion) between the teacher and students.

COMPLETED
PREPARATIONS

90%

RECEIVED
MOST LIKES

Videos

Disadvantages

- 1 The teacher's insightful and humorous teaching style could not be fully utilized since the teacher now did less teaching but facilitated student discussions instead.
- 2 Students confronted technical difficulties using uReply in the classroom. For example, wi-fi connection was unstable and, as a result, pace of the class was slow.
- 3 Students felt that grading their in-class performances diminished the enjoyment and satisfaction of learning. As a result, their learning experience was marred by their worries about their performance in the quizzes.

Improvements

- 1 More guidelines on how to appreciate the videos will enhance students' learning. For example, questions on contents of the videos can help students to better understand the central themes and messages of the videos.
- 2 Lecture outlines can be provided together with the videos. Learning using both videos and lecture outlines will help students to understand the subject better.
- 3 Introduce learning activities in class that make use of videos. Doing this will help integrate the self-learning and classroom learning parts.
- 4 The running of the classroom activities can be improved by speeding up pace of the class and making learning activities more engaging.