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Teaching arrangements

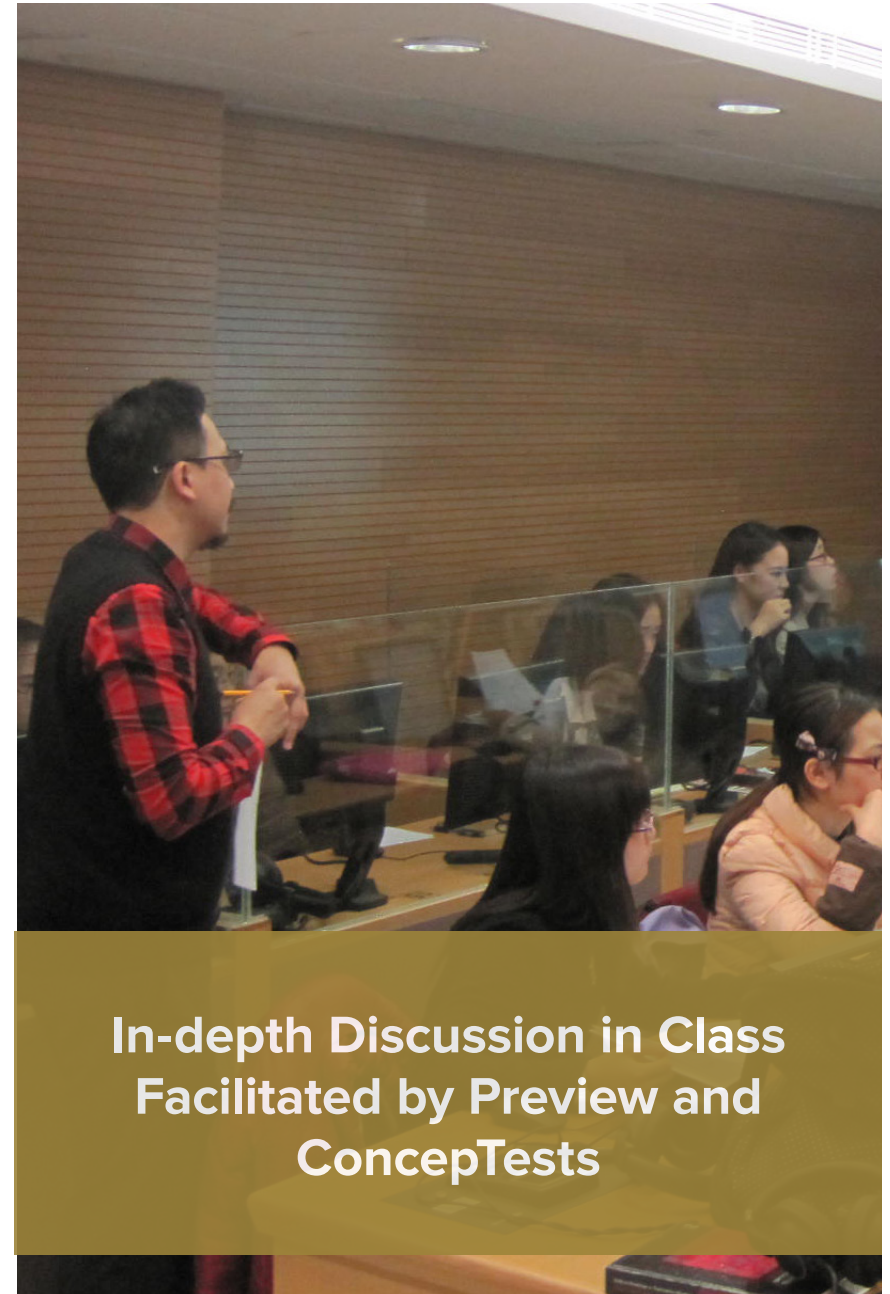
Dr. Chow implemented the flipped classroom methods for one week in a course for students in the program of Master of Arts, TRAN6823 Terminology Management, in the second semester of 2014-15.

Description

Dr. Chow chose the week involving the most complicated topic and theories in order to utilize the [ConcepTest](#) method with the purpose of helping students understand concepts and develop in-depth discussion in class. The application of the flipped classroom methods of teaching had the following features.

Before the class met, students were required to watch videos that comprised powerpoint slides and the teacher's voice over. Since there were not much relevant online learning materials available on the subject, Dr. Chow made videos using [Echo 360](#) and recorded short clips in his office.

In class, students answered multiple choice questions on [uReply](#) after discussing these questions in groups. The questions were designed to get a sense of students' varying opinions on the topic as well as to stimulate discussion and debate. After their first attempt at a question, the students were asked to discuss and explain their solution to their classmates (peer teaching). The students were then asked to answer the same question once more so that the teacher could see if the students changed their answers after the discussion. The teacher then lectured on the contents that were confusing or difficult for the students to comprehend.



**In-depth Discussion in Class
Facilitated by Preview and
ConcepTests**

Students' feedback

A survey was conducted to collect students' feedback on this test right after the "flipped classroom week". Thirty-one completed questionnaires were received (a response rate of 100%). The majority of students were very positive about flipped classroom teaching and they wanted to have more learning experience in this method of teaching. Some of the advantages and disadvantages of this teaching strategy, which were highlighted in the survey, are listed below.

Advantages

- 1 Students learned the basic ideas on the content by watching pre-lecture videos, and were better prepared for class than in traditional teaching.
- 2 Students thought flipped classroom methods made them engage more actively in the classroom, and they, therefore, learned more.
- 3 Students liked this new teaching approach because it facilitated communication between the teacher and students, and helped construct a more positive teacher-student relationship.

Disadvantages

- 1 Students felt pre-lecture videos were not detailed enough in explaining some of the concepts, and thus not helpful enough for them to answer questions on uReply.
- 2 Some students felt some stress when speaking in front of the entire class during discussion.

Teacher's challenges

- 1 There were no relevant videos on the topic for ConcepTests, thus designing pedagogy and preparing teaching materials took a lot of time.
- 2 Producing videos for teachers without much experience in the flipped classroom methods of teaching was time-consuming.
- 3 It was difficult to evaluate students' participation because it was impossible to quantify students' performances in video watching and discussion.

Benefits to teaching

- 1 ConcepTests was implemented successfully in this course, thus the teacher was able to figure out students' misunderstandings of the concepts as well as their understanding of the subject.
- 2 The teacher was able to adjust and improve teaching materials and pedagogy for the future with the valuable feedback obtained through

Improvements

- 1 More instructions on the preview can be given to students in advance, such as questions on videos, or an online discussion session for students to exchange ideas.
- 2 More exercises or analysis in class can help students to apply and understand the concepts better.
- 3 More forms of class interactions, can be implemented, such as a Q&A session.

RECEIVED
MOST LIKES

Videos

COMPLETED
PREPARATIONS

100%

