

Ms. Maggie Chan

English Language Teaching Unit

Teaching arrangements

Ms. Chan implemented flipped classroom strategy in a second year undergraduate course, ELTU 2014 English for Engineering Students, in Term 2, 2014-15.

Description

Flipped classroom strategy was implemented in two weeks of lessons with the following arrangements. A group of students were invited to produce short video clips as preparation for the class. Each student showed a bad presentation skill in a video based on the teachers' guidance. This allowed these students to reflect on their experience as an audience. Before class, all students were required to watch all videos in order to understand the basic concepts of the lesson. In class, more hands-on practices were given. Students discussed and answered questions on the white board, and took turns to perform the appropriate presentation skills to demonstrate their understanding of the pre-class videos. The teacher gave feedback and corrected misconceptions after each short presentation.

64%

COMPLETED
PREPARATIONS



Discussion

RECEIVED
MOST LIKED



**Flipped Classroom with
Students' Participation in
Video Production**

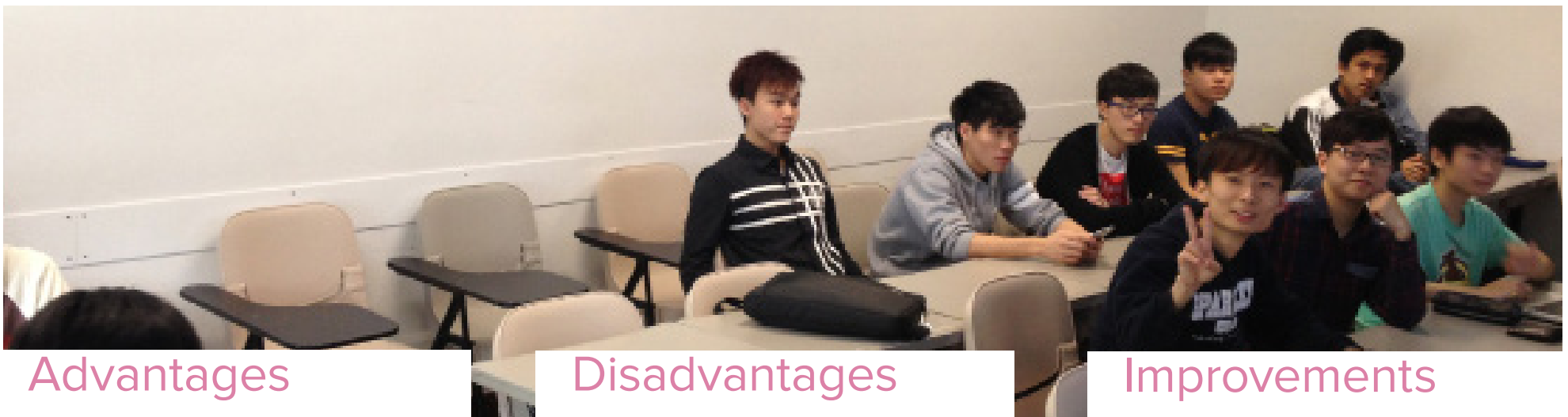


Students' feedback

A questionnaire was distributed to students to understand their learning experience and receive suggestions for improvements after the flipped weeks. Fourteen completed questionnaire were received (a response rate of 100%). Quantitative feedback from the students in general affirmed the learning benefits of the innovative teaching strategies. For example, the score of the item “Pre-class video helps me understand the concepts.”

amounted to 3.45 (on a 5-point scale); and the score of the item “Discussion in class helps me engage more in this course.” amounted to 3.5 (on a 5-point scale).

Qualitative feedback revealed more richness of students' opinions in terms of both benefits and concerns of the approach.



Advantages

Disadvantages

Improvements

- 1 The flipped classroom strategy made the learning of the main points more efficient. Students thought pre-class videos were helpful in understanding the main ideas of the lesson in a short period of time.
- 2 This strategy enhanced active learning. There was less lecturing and more student participation. The discussion made students engage more in the class.
- 3 The lesson was more interactive and meaningful. The discussions facilitated the communication of creative ideas instantly and convincingly. Students also said they learnt and benefited most from the discussions.

- 1 Students took the pre-class task as a burden in the normal learning cycle.
- 2 It was difficult to motivate all students to participate in the pre-class and in-class activities as some students were quite passive.

- 1 Pre-class work prompts should be clear and concrete.
- 2 Videos from various sources can also be provided before class in order to deliver more complicated knowledge and to deepen the discussion.
- 3 Taking learning activities in the flipped classroom strategy as part of the course assessment would motivate and engage students better.
- 4 Peer review of the in-class activities and prizes can be offered for a more student-centered and stimulating lesson.