

## Project “Activating Students in Online Classes” 2020-1-PL01-KA226-HE-096358

### Annex 3. Description of assignments

#### Day 1 Assignment No 1. Revision of course outcomes and activity planning

|                              |  |
|------------------------------|--|
| <b>Aim of the assignment</b> | to revise your course outcomes and select which outcome(s) require(s) more active learning methods and can be achieved using flipped classroom approach.   |
| <b>Steps to implement</b>    | <ol style="list-style-type: none"> <li>1. Choose the course you would like to improve</li> <li>2. Based on the presented theoretical guidance (see slides of Unit 1.1 and Unit 1.2) revise your course learning outcomes to select which may be improved if more active learning methods/flipped class activities were applied. Think of the activities that could support pre-class and in-class learning.</li> <li>3. Start filling in the provided lesson/course plan (see <i>lesson/course plan in Annex 1</i>) and fill in the part I.</li> </ol> |
| <b>Expected result</b>       | learning outcome is described in a lesson/course plan template (Part I).   |
| <b>Self-assessment quiz</b>  | <b>To create active learning in a flipped classroom, teachers should:</b> <ul style="list-style-type: none"> <li>○ Have students work independently on writing assignments</li> <li>○ Create quizzes and tests that require students to apply their knowledge (+)</li> <li>○ Present theoretical material during the class and ask students to write essay at home</li> </ul>  |
|                              | <b>Which is not an active learning activity?</b> <ul style="list-style-type: none"> <li>○ Analysis</li> <li>○ Presentation</li> <li>○ Lecture (+)</li> <li>○ Discussion</li> </ul>   |
|                              | <b>Which of the following does not show learners' engagement?</b> <ul style="list-style-type: none"> <li>○ Questions raised in class</li> <li>○ Participation in discussion forum</li> <li>○ High grades and test results (+)</li> </ul>   |

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### Day 2. Assignment No 2.1. Revision of active learning methods and selection of online tools

|                                      |   |
|--------------------------------------|---|
| <b>Aim of the assignment</b>         | to revise created learning resources and prepared learning activities that correspond to the learning outcome and focus on student active learning; choose online tools that help to organise and implement the selected activities.  |
| <b>Steps to implement</b>            | <ol style="list-style-type: none"> <li>1. Revise your course learning outcomes, prepared learning resources and activities – do they focus on active learning?</li> <li>2. In the lesson/course plan try to indicate which learning materials/resources and learning activities may be provided for students at home as preparatory activities, and which work better as classroom activities.</li> <li>3. Next to each activity indicate what tools/technologies may be used.</li> </ol>   |
| <b>Expected result</b>               | at least 3 online learning activities and the corresponding online tools described in a lesson/course plan template part II (pre-class) and part III (in-class) resource, activity and tools boxes.   |
| <b>Questions for self-reflection</b> | <ol style="list-style-type: none"> <li>1. Are the learning materials and activities before the class (for asynchronous learning) described for learners in VLE? What active learning methods are used for their engagement? What tools are used?</li> <li>2. Are learning materials/activities for class work clearly described for learners in VLE? Do they include questions for discussion? Do they facilitate deeper learning? Should in-class activities be implemented face to face or online? if online - What tools are planned to be used? Is the link to connect provided for learners? How support for learner guidance is planned?</li> </ol> |

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### Day 2. Assignment No 2.2. Selection of assessment strategies

Select assessment strategies for a flipped classroom activities

|                              |  |
|------------------------------|--|
| <b>Aim of the assignment</b> | To select an assessment strategy for your course / selected part of the course that would allow to assess pre-class and in-class learning.   |
| <b>Steps to implement</b>    | <ol style="list-style-type: none"> <li>1. Revise your course learning outcomes and activities – what assessment strategies and techniques could be used to assess the pre-class and in-class learning?</li> <li>2. In the lesson/course plan indicate which assessment techniques may be used to assess planned activities.</li> </ol>   |
| <b>Expected result</b>       | at least 2 assessment techniques (1 pre-class and 1 in-class) are chosen and describe in a lesson/course plan template part II (pre-class) and part III (in-class) assessment boxes.   |
| <b>Self-assessment quiz</b>  | <p><b>Assessment is defined as:</b></p> <ul style="list-style-type: none"> <li>○ The process of evaluating what students recall</li> <li>○ The process of evaluating student progress towards mastering the learning outcomes (+)</li> <li>○ The process of creating learning objectives</li> <li>○ The process used only to rank students</li> </ul> <p><b>What strategy can be used to assess student learning at home in a flipped classroom?</b></p> <ul style="list-style-type: none"> <li>○ Start-up questions (+)</li> <li>○ Interest survey</li> <li>○ Peer collaboration</li> <li>○ Essay</li> </ul> <p><b>The main of goal of summative assessment is:</b></p> <ul style="list-style-type: none"> <li>○ Evaluate learning (+)</li> <li>○ Check understanding</li> <li>○ Monitor learning</li> <li>○ Get ranked</li> </ul> <p><b>The main goal of formative assessment is:</b></p> <ul style="list-style-type: none"> <li>○ Evaluate learning</li> <li>○ Check understanding</li> <li>○ Monitor learning (+)</li> <li>○ Get ranked</li> </ul> |

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### Day 3. Assignment quality assurance of a flipped course/topic

Review your course

|  |  |
|--|--|
| <b>Aim of the assignment</b>   | to analyse the quality criteria for online/blended course based on flipped class methodology and to revise your own course   |
| <b>Steps to implement</b>  | <ol style="list-style-type: none"> <li>1. Download the provided questionnaire</li> <li>2. Read the questions and indicate if it was implemented/partially implemented/not implemented (in the column C). While filling in the questionnaire if you come up with the idea that may contribute to your course, write it down – there is a space at the end of questionnaire called “Comment and recommendations for course improvement”</li> <li>3. When all questions are answered the overall result at the bottom of questionnaire is for you to see if the course/part of the course is prepared for online/blended learning using flipped class methodology. If the course is planned to be delivered fully online – more than 80 is recommended to reach, if the course is prepared for blended learning it is recommended to aim at least 50</li> </ol> |
| <b>Expected result</b>   | A filled in questionnaire with ideas on course improvement   |
| <b>Questions for self-reflection after the filled-in questionnaire</b> | <ol style="list-style-type: none"> <li>1. Are the criteria that are not implemented important for my students? Should I aim at improving them? Why not?</li> <li>2. If the full course followed the flipped class methodology, would the outcomes different? Is it possible to flip the whole course? Would this bring additional value for students? Would it be reasonable? Possible? Worth aiming?</li> </ol>   |

### Day 3. Assignment No 3.2. – Collection of FAQ

Write down questions that you had while implementing assignments of this training material.

|                              |  |
|------------------------------|--|
| <b>Aim of the assignment</b> | To develop a question bank on the practice-based frequently asked questions  |
| <b>Steps to implement</b>    | <ol style="list-style-type: none"> <li>1. Write down the questions or challenges that emerged when planning the flipped learning during this training</li> <li>2. Discuss these questions with a peer, note what were the similar issues that emerged? What were the unique or discipline-related challenges?</li> </ol> |

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|                             |  |
|-----------------------------|--|
|                             | 3. Fill in an online document with all the questions that emerged. |
| <b>Expected result</b>      | A list of frequently asked questions                               |
| <b>Link to the document</b> | <a href="#">Frequently asked questions</a>                         |

### Day 4. Assignment No 3.1. describe your course in a template for students (study guide)

|                              |   |
|------------------------------|---|
| <b>Aim of the assignment</b> | to prepare course delivery plan for students (including the flipped class part of the course) so they know in advance, what and when to do.   |
| <b>Steps to implement</b>    | <ol style="list-style-type: none"> <li>1. Make sure your lesson plan (see Annex 1) Part 2 and Part 3 are filled in</li> <li>2. Prepare descriptions for your activities, planning what is necessary to prepare for teachers and what students need to do (student activity aims, steps to implement and assessment info/criteria) - Fill in Part IV of the lesson plan</li> <li>3. Now prepare a student guide (see Annex 2 for template and adapt it to your course) where all info of the course is clearly presented for them – clearly presenting if part of the course or full course follows flipped class methodology.</li> <li>4. Share it with students before/in the beginning of the course/part of the course that follows flipped class methodology</li> </ol> |
| <b>Expected result</b>       | Study guide for students prepared (it includes synchronous and asynchronous activities prepared in lesson plan PART IV), using template provided in Annex 2   |

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