Intellectual Output 2

Teacher training programme

"Flipped Classroom for Activating Students in Online Classes"

Frequently asked questions

Questions	Answers
In your opinion, what would be the appropriate periods for intermediate assessment of the learning outcomes?	• after each major topic • after some closed part of material
What is the optimal number of students in the class so that the flipping-classroom is effective?	• It would depend on the learning context (students, subject, technology involved, etc) • I work with group of 10 students • Since groupwork is seen as one of the best ways to organise in-class learning, it is recommended to have groups not bigger than 3-5 students.
What can we do to overcome students' fear and reluctance to evaluate the results of each other's work?	• provide clear criteria for peer assessment • include space for students to comments on the provided feedback/grade • organize this as a learning activity (not for grading or grade both)
How to motivate inactive learners?	• prepare engaging tasks • provide possibilities for self-check • introduce the rules and follow them • I guess to motivate students it is important to inform them in the very beginning that their participation in the flipped-classroom activities will contribute to their final score/grade for the course. But if this is so, I'm not sure how it should be formalised so that students do not complain that I overload them with extra time-consuming activities. Should we officially put these activities in the curriculum/syllabus of the course?

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What are good, useful techniques for evaluating student activities, lectures, etc.	• clear assessment strategy • assignments with criteria and their weights • rubrics (see examples at the page bottom); also see the introduction to rubrics by University of Colorado
What databases are worth recommending for sharing lecture presentations or syllabuses? Slideshare being the one already mentioned, are there any other?	• I use wakelet (they're not perfect to create OER, but they're perfect to collaborate on some ideas/share what you've developed)
Students often ask whether they are allowed to voice-record the lectures while we are speaking. What do you think about that and what are the related ethical/legal issues?	• the permission for participants to record depends on the creator of the link for the video conference (always check if it's allowed for students). • If you do the recording yourself, you're the one to choose which sections should be recorded (only theoretical input, if to record practical session/ QA/discussion, or both)- you can stop recording for discussions, etc. • it may depend on the institution/selected tool if the meetings should be recorded, but teachers may always discuss with students, what and why is recorded or not; • discussions in the faculty about the records may be initiated and may depend on institutional legal agreements of who/what (i.e. teacher or institution) is the owner of the course materials prepared by teachers (are teachers paid for them? What are the requirements?)
What are the main differences between formative and summative assessment?	 (Source: Iowa State University, mehttps://www.celt.iastate.edu/teaching/assessment-and-evaluation/assessment-overview/)

	Examples of formative and summative assessment practices:
	Formative: Learn and practice
	   • •In-class discussions
	   • •Video quiz
	   • •1-minute reflection writing assignments
	   • •Peer review
	   • •Surveys
	   • •3-2-1
	Summative: Assess performance
	   • Teacher-created exams
	   • Standardised tests
	   • Final projects
	   • Final essays
	   • Final presentations
	   • Final reports
	   • Final grades

Is it important to have institutional support to organise flipped classrooms?	Institutional support might be important if the teacher wants to have wider access to digital educational tools and applications. As well, when faculty is aware of the benefits of flipped learning, it might be easier to motivate students in case they are complaining about the 'new' learning approach and increased workload.
Do I have to flip the whole course or can it be just one or few topics?	It is up to the teacher to decide whether it will be the whole course, a few or just one topic flipped.
Please share links or names of educational tools that you use in your teaching practice	Miro Google Jamboard Padlet Coogle Trelo Learning Applications Quizizz Mentimeter
How to motivate students to come to class prepared?	Some recommendations could be: • make your expectations clear on what you want students to prepared to do for the class;

	• keep students accountable for the pre-class work by organising small assessment exercises, e.g. ticket to enter, short quiz, etc. • have a conversation/small talk with students to discuss why some of them are failing to do a pre-class reading and assignments; • review learning material to ensure that they are of good quality, no too long, easy to read and watch, etc. • include pre-class preparation as one of the assessment criteria • organise in-class activities in a way so that students could experience that they lack information and cannot contribute to the group work • don't give up and continue working in a flipped way - students will get use to it and start preparing
Tools to use for an in-class games (based on Angel Marcev experience)	https://www.gather.town/ https://basaga.org/
How to plan peer review/ peer assessment?	Please check the guide for developing peer review by the Ohio State University and Boston University for more tips and recommendation for peer review instruction In moodle there is workshop activity that can be used as a tool for this
How to flip a class?	We recommend to follow the steps: 1. Identify where the flipped class approach makes the most sense in your course (e.g, which learning outcomes or topics require the most active learning activities and student-centred learning) 2. Plan what learning material should be analysed at home; 3. Select different types of learning resources, i.e. video, podcasts, maps, research papers, policy reports or documents, books, blogs. 4. Record your own presentation which wouldn't be too long, e.g. up to 15 min. (you can use screen recording tools) 5. Plan the pre-class and in-class activities

6. Plan the assessment strategies and exercises that will be used to assess students pre-class and in-class learning. Note that flipped classroom can include both, the formative and summative assessment.
7. Ensure that active methods are used throughout the in-class activities.
8. Select educational tools that would support and help to organise group work, active learning, assessment, and stimulate the learning environment.
9. Plan and design post-class activities that would extend students' learning and monitor their learning progress.

For more information you can check recommendations developed by the University of Texas at Austin; University of Waterloo; New York University.