

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

Intellectual Output 2

Teacher training material

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General information

The teacher training material is based on the “Flipped classroom-based e-methodology”. Together with the intensive training programme “Activating Students in Online Classes” this training material intends to help academic teachers to improve their skills in their online classes, giving them methods, tools, and the opportunity to improve their qualifications and build a new standard of teaching. Next to this, training materials will help teachers to understand how ‘flipped classroom’ methodology can be integrated into teaching and learning curriculum.

Aim of the training material - to guide a teacher in flipping their class in online course delivery.

Training material consists of 4 units, covering theoretical learning resources, description of assignments, questions for self-assessment quiz or self-reflection. It may be used as a background material for face-to-face / blended teacher trainings. Main assignment that is cumulative and to be prepared during the trainings is a flipped classroom lesson/course plan (annex 2), which represents how teachers prepare to flip their course/part of the course delivery, following flipped classroom methodology. Next to this, a preliminary agenda for teacher training course is presented (Annex 1).

Training material content

Unit 1. Introduction to a flipped classroom methodology

This Unit consists of 2 theoretical presentations: (1) introducing the key features of the flipped classroom methodology (prepared by experts from University of Silesia in Katowice, Poland); and (2) on guidance of how to define learning outcomes, referring to instructional goals and flipped classroom methodology (prepared by experts from Vytautas Magnus University, Lithuania).

Learning outcomes of the unit are:

- to explain the key features of a flipped classroom methodology
- to refer instructional goals to the learning outcomes
- to plan learning process and activities according to flipped classroom principles

Unit 1.1. Key features of a flipped classroom e-methodology

This Unit of training material is based on the “Flipped classroom e-methodology”, developed as the first result (IO1) of the Active Class project. The slides provide main principles of the flipped classroom.

[Presentation developed by dr. Magdalena Piotrowska-Grot \(University of Silesia in Katowice\) is available here.](#)

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Unit 1.2. Defining learning outcomes in a flipped classroom

The theoretical slides stress the importance to start a course/lesson design by specifying learning outcomes. They also explain how learning outcomes are related to planning and teaching methods.

[Presentation developed by dr. Giedre Tamoliune and dr. Estela Dauksiene \(Vytautas Magnus University\) is available here.](#)

Assignment No 1. Revision of course outcomes and planning activities

Aim of the assignment – to revise your course outcomes and select which outcome(s) require(s) more active learning methods and can be achieved using flipped classroom approach.

Steps to implement:

1. Choose the course you would like to improve
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 were applied. Think of the activities that could support pre-class and in-class learning.
3. Start filling in the provided lesson/course plan (see *lesson/course plan in Annex 2*) and fill in the **part I**.

Expected result – learning outcome is described in a lesson/course plan template (Part I).

Self-assessment quiz

Use this link to access the quiz <https://forms.gle/sVjw42iXu8ukbr63A>

Unit 2. Guidance on flipping your course

This Unit consists of 2 theoretical presentations, which intend to guide the teacher in planning his/her course using flipped class methodology. The presentations are: Guidance and practical recommendations on organisation and assignment planning (prepared by experts from University of Silesia in Katowice); Guidance on how to choose educational tools for active students' engagement (prepared by experts from University of Silesia in Katowice); Guidance on assessment strategies in flipped learning (prepared by experts from Vytautas Magnus University)

Learning outcomes of the unit are:

- to select appropriate online tools for learners' engagement
- to design assessment strategies for a flipped learning and learners' engagement

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Unit 2.1. Guidance on organisation and assignment planning in FC

[Presentation developed by dr. Malgorzata Gwadera \(University of Silesia in Katowice\) is accessible here.](#)

Unit 2.2 Guidance on choosing online tools

[Presentation developed by dr. Jacek Francikowski \(University of Silesia in Katowice\) is accessible here.](#)

More guidance on selecting proper tools for learner activities may be found in IO1 Flipped Class e-Methodology

Unit 2.3 Assessment strategies of a flipped classroom activities

[Presentation developed by PhD student Rasa Greenspon \(Vytautas Magnus University\) is accessible here.](#)

Assignment No 2.1. Active learning methods and online tools

Aim of the assignment – to revise learning activities that respond to the learning outcome and choose online tools that help to organise and implement the selected activities.

Steps to implement:

1. Revise your course learning outcomes and activities – do they focus active learning?
2. In the lesson/course plan try to indicate which learning materials, learning activities may be provided for students at home as preparatory activities, and as classroom activities.
3. Next to each activity indicate what tools/technologies may be used.

Expected result – 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) activity and tools boxes.**

Questions for self-reflection

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?
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 in class 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?

Assignment No 2.2. select an assessment strategy for a flipped classroom activity

Aim of the assignment – selected an assessment strategy for your course / selected part of the course.

Steps to implement:

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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?
2. In the lesson/course plan indicate which assessment techniques may be used to assess planned activities.

Expected result – 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**.

Self-assessment quiz

Use this link to access the quiz - <https://forms.gle/ujHESCgPVG6o54aU6>

Unit 3. Peculiarities of flipping the class

This Unit consists of 2 practical presentations for teachers which provide guidance and ideas for flipping their course; and a possible course template for different virtual learning platforms. The presentations are: OER, ethical and legal issues; and Best practices and demo scenarios. The Unit is finalized with the FAQ section that has been created by training participants and includes questions and answers raised by teachers during the trainings.

Learning outcomes of the unit are:

- to plan learning process and assignments according to flipped classroom principles

Unit 3.1. OER, ethical and legal issues

[Presentation developed by dr. Estela Dauksiene and dr. Giedre Tamoliune \(Vytautas Magnus University\) is accessible here.](#)

Unit 3.2. Best practices and Demo scenarios

[Guidelines on what demo scenarios are and how to use them prepared by Zhelyu Vladimirov \(Sofia University\) are accessible here.](#)

Demo Scenarios:

→ [“The EU in numbers. Aging of Polish Society”](#) by Natalia Stepien-Lampa, University of Silesia in Katowice

Good/Best practice examples:

→ [“A module on Developing Integrated Language Skills in a ‘Flipped Classroom’”](#) by Maria Metodieva, Sofia University

→ [“Applying the Flipped Classroom Approach to Teaching about EU Language Policies”](#) by dr. Lid King, The Languages Company, UK and assoc. prof. dr. Nikolina Tsvetkova, Sofia University

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→ [“Flipped Learning for Unravelling Open Education”](#) by dr. Giedre Tamoliune, Vytautas Magnus University

Unit 3.3. Flipped Classroom Course templates for different virtual learning environments (Moodle, MsTeams)

- Moodle template by Vytautas Magnus University ([link to template](#))
- Moodle template by Sofia University ([link to template](#))
- MsTeams template by University of Silesia in Katowice ([link to template](#))

(to be added after trainings) Frequently asked questions – [shared document](#) to co-create the list of important questions related to the implementation of flipped classroom in blended and online teaching

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

Aim of the assignment – 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.

Steps to implement:

1. Make sure your lesson plan (see Annex 2) Part 2 and Part 3 are filled in
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
3. Now prepare a student guide (see Annex 3 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.
4. Share it with students before/in the beginning of the course/part of the course that follows flipped class methodology

Expected result – study guide for students prepared (it includes synchronous and asynchronous activities prepared in lesson plan PART IV), using template provided in Annex 3

Assignment No 3.2. write down questions that you had while implementing assignments of this training material.

Unit 4. Quality assurance of the prepared online course

This Unit consists of a list of questions (in a form of questionnaire) for teachers to assess their courses after their design, but before the delivery.

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Learning outcomes of the unit are:

- to plan learning process and assignments according to flipped classroom principles;
- to select appropriate online tools for learners’ engagement;
- to design assessment strategies for a flipped learning and learners’ engagement;
- to plan learning process and assignments according to flipped classroom principles

[Presentation developed by dr. Estela Dauksiene and dr. Giedre Tamoliune \(Vytautas Magnus University\) is accessible here.](#)

Questionnaire for a course assessment and teachers’ self-reflection on the course

Link to [Questionnaire](#) . The questionnaire can be used by a teacher for self-check if the course / part of the course is prepared for online learning using flipped classroom approach. It should be downloaded, filled in (Column C) following the criteria indicated in Column B. The Result is automatically calculated. Comments for improvement may be added by the author or colleague assessing the course, using provided questionnaire

Assignment No 4. – review your course

Aim of the assignment - to analyse the quality criteria for online course based on flipped class methodology and to revise your own course

Steps to implement:

1. Download the provided questionnaire
2. Read the questions and indicate if it was implemented in the column C
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 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

Expected result – filled in questionnaire

Self-reflection questions after filled in questionnaire:

- Are the criteria that are not implemented important for my students? Should I aim at improving them? Why not?
- 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?

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Annexes

Annex 1. Teacher training agenda

Teacher training programme

“Flipped Classroom for Activating Students in Online Classes”

AGENDA

IMPORTANT! Please share your questions related with the ‘Flipped classroom’ methodology in this shared file – **frequently asked questions** – at any time of the training event.

DAY 1

Time (CET)	Activity	Presenter
9:00 – 9:30	Introduction of training agenda and tutors. Introduction of participants and their expectations	<i>Partner organizing trainings</i>
9:30 – 10:30	Presentation of Active Class project: aims and expected results	<i>PL</i>
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 11:30	Short presentations (10 min each) of created results (authors, where to find, structure): IO1: Flipped class methodology IO2: Training material and how to use it IO3: Best practices and Demo scenarios	<i>PL VMU BG</i>
11:30 – 11:45	Introduction to the flipped classroom methodology & (Training material/Unit 1.1)	<i>PL</i>
11:45 – 12:00	Defining learning outcomes in a flipped classroom (TM Unit 1.2)	<i>VMU</i>
12:00 – 12:30	Guidance on organization and assignment planning (TM Unit 2.1)	<i>PL</i>
12:30 – 13:30	<i>Lunch break</i>	
13:30 – 17:00	Group activity in national groups (TM Unit 1/Assignment No1)	

DAY 2

Time (CET)	Activity	Presented
9:00 – 9:30	Sharing Day 1 experiences, issues and questions	Partner organizing trainings
9:30 – 10:30	Preparing learning materials for flipped class: Ethical and licensing issues (TM Unit 3.1)	<i>VMU</i>
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 11:30	Online tools from methodology (TM Unit 2.2)	<i>PL</i>
11:30 – 12:00	VLE course templates (TM Unit 3.2)	<i>LT, PL, BG</i>

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12:00 – 13:00	<i>Lunch break</i>	
13:00 – 17:00	Group activity in national group (TM Unit 2/Assignment No2.1 and No 2.2)	

DAY 3

Time (CET)	Activity	Presenter
9:00 – 9:30	Sharing Day 2 experiences, issues and questions	Partner organizing trainings
9:30 – 10:00	Presentation of best practices and demo scenarios country 1	PL
10:00 – 10:30	Presentation of best practices and demo scenarios country 2	BG
10:30 – 11:00	<i>Coffee break</i>	
11:30 – 12:00	Presentation of best practices and demo scenarios country 3	VMU
12:00 – 13:00	<i>Lunch break</i>	
13:00 – 17:00	Group activity in national group (TM Unit 3/ Assignment No3.1 and No3.2)	

DAY 4

Time (CET)	Activity	Presenter
9:00 – 9:30	Sharing Day 3 experiences, issues and questions	Partner organizing trainings
9:30 – 10:30	Presentation of QA questionnaire (TM Unit 4.1)	VMU
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 12:00	Individual activity and discussion – course assessment based on QA questionnaire /tutor consultations (TM Unit 4/Assignment No4)	
12:30 – 13:30	<i>Lunch break</i>	
13:30 – 17:00	Group activity in national group: group discussion and reflections; preparations for presentations for Day5 on flipped course ideas (TM Unit 4/Assignment No4 and Assignment No3.2)	

DAY 5

Time (CET)	Activity	Presenter
9:00 – 9:30	Sharing Day 4 experiences, issues and questions	Partner organizing trainings
9:30 – 10:30	Presentations of country 1 flipped course ideas	PL teachers
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 11:30	Presentations of country 2 flipped course ideas	BG teachers
11:30 – 12:00	Presentations of country 3 flipped course ideas	VMU teachers
12:00 – 13:00	<i>Lunch break</i>	
13:00 – 17:00	Wrap up: FAQ, tasks, certificates	Partner organizing trainings

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Annex 2. Lesson plan template

FLIPPED CLASSROOM LESSON/ COURSE PLAN TEMPLATE

Course title	
Lesson/part of the course title	
Dates	
F2F/blended/online	
No of students	

PART I

Prerequisite skills or knowledge	
Course learning outcome(s)	
Learning outcome(s) aimed at flipping	

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PART II – PRE-CLASS LEARNING

Student learning resources (at home)	Activities/Tools	Assessment techniques

PART III – IN CLASS LEARNING

Classroom activities	Tools	Assessment techniques

PART IV – DESCRIPTION OF ASSIGNMENTS

For teachers (to prepare)	For students – to do:

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Annex 3. Template of a course study guide for students

The study guide for the course
TITLE, CODE (e.g. EDU 4020)

Teachers:

Short presentation or bio or link...

Dear students, this guide will help you to understand course structure, assignments in virtual learning environment and link to the learning content. It will explain to you how to study and how your personal achievements will be assessed. You will find information on help contacts, contact hours with the teacher and other important issues.

First, here are the **learning outcomes** of the course. Having successfully completed the course, you will be able to:

- define
- identify
- identify
- select
- create
- share

Second, this course (or topics x-y) are prepared using flipped classroom methodology, which means that it requires your preparation for each in-class (online or face to face) meeting. This study guide presents you with main topics, preparation activities and assignments, however all learning materials and more coherent descriptions are provided in Moodle. Flipped class methodology focus on your learning of main concepts, ideas or basic, introductory information before our meeting, where in-class activities guide you in deeper learning and understanding of more complex concepts, topics, examples, etc.

Learning material is prepared to acquire these skills learning. It consists of:

- ✓ literature for pre-class and in-class studies;
- ✓ descriptions of pre- and in-class activities;
- ✓ records of presentations and online consultations in virtual learning environment;
- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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The main course topics, activities and assignments are:

Content (topics)	Study week	Meetings/lectures	Activities/Assignments
Introduction and topic 1			
1. Introduction on the course and flipped class	Week 1	Aug. 25 (F2F)	
2. The concept of	Week 2	<u>Sept. 8</u> <u>19.00 – 20:30 CET</u> <u>(online)</u>	Prepare for next meeting - watch video on ...
3.	Week 3	<u>Sept. 22</u> <u>19.00 – 20:30 hour</u> <u>CET</u> <u>Sept. 29</u> <u>19.00 – 20:30 hour</u> <u>CET</u>	Pre-class: video on.. In-class.....
4.	Week 4 - 5	Date and time	Pre-class: reading on.. and selfcheck test in Moodle ... In-class.....
5.	Week 6 – 7	Date and time	Prepare a group presentation on
MIDTERM	Week 8	HOW?	ORAL? WRITTEN? ONLINE TEST? PROJECT?
6.	Week 9	Date and time	Pre-class: video on ... In-class: collaborative document activity in groups on ...
7.	Week 10 - 12	Date and time	Pre-class: reading on.. and selfcheck test in Moodle ... In-class.....
8.	13 week	

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9.	14 week	
10.	15 week		
EXAMINATION	DATE	HOW?	ORAL? WRITTEN? ONLINE TEST? PROJECT?

Online video meetings will take place online at **Klaida! Neleistina nuoroda į hipersaitą.**

The dates for group work presentation:

Practical task 1 (group work). Xxx - Sept. 29, at 19.00 hour CET

Teamwork – Part 1. xxx - Oct. 20, at 19.00 hour CET

Teamwork – Part 2. xxx - Dec. 1 at 19.00 – 20:30

During the course, you will have to perform 10 pre-class activities, and prepare 3 practical tasks, including 1 team work, which will be split into 2 parts in order to facilitate the progress. Then you will have to pass mid-term and the exam:

<i>Assignments</i>	<i>Weight</i>	<i>Total of the final mark</i>
2 practical tasks	X % each	X %
teamwork	X %	X %
mid-term	X %	X %
exam	X %	X %
Total:	100 %	

Assignment criteria and weights

Assignment	Criteria	Weight of each criteria	Total weight of the activity
Practical task 1 (group work). Mind mapping.	- are identified and marked as categories in the mind map	1	5 %
	- are described by sub-branches in the mind map	1	
	- The levels are included and described	1	
	- The mind map is presented by	2	

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Practical task 2. Each student	<ul style="list-style-type: none"> - is developed - long - uploaded online as - Pictures and videos 	1 1 1 2	5 %
Practical task 3.	<ul style="list-style-type: none"> - - - 	2 2 1	5 %
Teamwork – Part 1.	<ul style="list-style-type: none"> - Each group member identifies at - group establishes a collaborative document for development of joint presentation - The presentation is uploaded - Group presentation 	2 2 3 3	10 %
Mid-term	15 %	15 %	
Exam	50 %	50 %	
Total:	100 %		

Once a week, you will be consulted online at the discussion forum in an asynchronous way, answering your questions. The time the teacher may be connected is indicated in Moodle, please register in Moodle scheduler consultations at least one day before.

You are also encouraged to write your reflections in the blog. The aim of this activity is to improve metacognitive skills and skills for management of educational technologies and reflection preparation as well. Posting in the blog will provide you with the possibility to try new technologies, use them in the study process and acquire the course learning outcomes. It will also provide me with the possibility to see your experience, attitudes and improve the course content. There is a template for your blog posting ideas, however do not feel obliged to follow it – be creative.

Let’s study, share and improve!

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Annex 4. Description of assignments

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

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

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

Aim of the assignment	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.
Steps to implement	<ol style="list-style-type: none"> 1. Revise your course learning outcomes, prepared learning resources and activities – do they focus on active learning? 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. 3. Next to each activity indicate what tools/technologies may be used.
Expected result	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.
Questions for self-reflection	<ol style="list-style-type: none"> 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? 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?

Day 2. Assignment No 2.2. Selection of assessment strategies

Select assessment strategies for a flipped classroom activities

Aim of the assignment	To select an assessment strategy for your course / selected part of the course that would allow to assess pre-class and in-class learning.
Steps to implement	<ol style="list-style-type: none"> 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? 2. In the lesson/course plan indicate which assessment techniques may be used to assess planned activities.

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Expected result	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.
Self-assessment quiz	<p>Assessment is defined as:</p> <ul style="list-style-type: none"> ○ The process of evaluating what students recall ○ The process of evaluating student progress towards mastering the learning outcomes (+) ○ The process of creating learning objectives ○ The process used only to rank students <p>What strategy can be used to assess student learning at home in a flipped classroom?</p> <ul style="list-style-type: none"> ○ Start-up questions (+) ○ Interest survey ○ Peer collaboration ○ Essay <p>The main of goal of summative assessment is:</p> <ul style="list-style-type: none"> ○ Evaluate learning (+) ○ Check understanding ○ Monitor learning ○ Get ranked <p>The main goal of formative assessment is:</p> <ul style="list-style-type: none"> ○ Evaluate learning ○ Check understanding ○ Monitor learning (+) ○ Get ranked

Day 3. Assignment No 3.1. describe your course in a template for students (study guide)

Aim of the assignment	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.
Steps to implement	<ol style="list-style-type: none"> 5. Make sure your lesson plan (see Annex 1) Part 2 and Part 3 are filled in 6. 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 7. 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.

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	8. Share it with students before/in the beginning of the course/part of the course that follows flipped class methodology
Expected result	Study guide for students prepared (it includes synchronous and asynchronous activities prepared in lesson plan PART IV), using template provided in Annex 2

Day 3. Assignment No 3.2. – Collection of FAQ

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

Aim of the assignment	To develop a question bank on the practice-based frequently asked questions
Steps to implement	<ol style="list-style-type: none"> 1. Write down the questions or challenges that emerged when planning the flipped learning during this training 2. Discuss these questions with a peer, note what were the similar issues that emerged? What were the unique or discipline-related challenges? 3. Fill in an online document with all the questions that emerged.
Expected result	A list of frequently asked questions
Link to the document	Frequently asked questions

Day 4. Assignment No 4. Quality assurance of a flipped course/topic

Review your course

Aim of the assignment	to analyse the quality criteria for online/blended course based on flipped class methodology and to revise your own course
Steps to implement	<ol style="list-style-type: none"> 1. Download the provided questionnaire 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” 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
Expected result	A filled in questionnaire with ideas on course improvement

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Questions for self-reflection after the filled-in questionnaire	<ol style="list-style-type: none">1. Are the criteria that are not implemented important for my students? Should I aim at improving them? Why not?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?
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