

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

**Intellectual Output 2.**

# Teacher training material 01

2022

## Project “Activating Students in Online Classes”

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KATOWICE 2022



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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 intent 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 Stepień-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	PL
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 11:30	<b>Short</b> 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	PL VMU BG
11:30 – 11:45	Introduction to the flipped classroom methodology & (Training material/Unit 1.1)	PL
11:45 – 12:00	Defining learning outcomes in a flipped classroom (TM Unit 1.2)	VMU
12:00 – 12:30	Guidance on organization and assignment planning (TM Unit 2.1)	PL
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)	VMU
10:30 – 11:00	<i>Coffee break</i>	
11:00 – 11:30	Online tools from methodology (TM Unit 2.2)	PL
11:30 – 12:00	VLE course templates (TM Unit 3.2)	LT, PL, BG

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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**

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

**PART I**

<b>Prerequisite skills or knowledge</b>	
<b>Course learning outcome(s)</b>	
<b>Learning outcome(s) aimed at flipping</b>	

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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
<b>Introduction and topic 1</b>			
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	<b>Date and time</b>	Pre-class: reading on.. and selfcheck test in Moodle ... In-class.....
5. ....	Week 6 – 7	<b>Date and time</b>	Prepare a group presentation on ..... .....
<b>MIDTERM</b>	Week 8	HOW?	ORAL? WRITTEN? ONLINE TEST? PROJECT?
6. ....	Week 9	<b>Date and time</b>	Pre-class: video on ... In-class: collaborative document activity in groups on ...
7. ....	Week 10 - 12	<b>Date and time</b>	Pre-class: reading on.. and selfcheck test in Moodle ... In-class.....
8 .....	13 week		.....



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9. ....	14 week		.....
10. ....	15 week		
<b>EXAMINATION</b>	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>
<b>2 practical tasks</b>	X % each	X %
<b>teamwork</b>	X %	X %
<b>mid-term</b>	X %	X %
<b>exam</b>	X %	X %
<b>Total:</b>	100 %	

### Assignment criteria and weights

<b>Assignment</b>	<i>Criteria</i>	<i>Weight of each criteria</i>	<i>Total weight of the activity</i>
<b>Practical task 1 (group work). Mind mapping.</b>	- .... 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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<b>Practical task 2.</b> ..... Each student .....	<ul style="list-style-type: none"> <li>- .... is developed</li> <li>- .... long</li> <li>- .... uploaded online as ....</li> <li>- Pictures and videos .....</li> </ul>	1 1 1 2	5 %
<b>Practical task 3. ....</b>	<ul style="list-style-type: none"> <li>- ....</li> <li>- ....</li> <li>- ....</li> </ul>	2 2 1	5 %
<b>Teamwork – Part 1.</b> .....	<ul style="list-style-type: none"> <li>- Each group member identifies at .....</li> <li>- group establishes a collaborative document for development of joint presentation</li> <li>- The presentation is uploaded .....</li> <li>- Group presentation .....</li> </ul>	2 2 3 3	10 %
<b>Mid-term</b>	15 %	15 %	
<b>Exam</b>	50 %	50 %	
<b>Total:</b>	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

<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>

### 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>

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<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>

### Day 3. 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>5. Make sure your lesson plan (see Annex 1) Part 2 and Part 3 are filled in</li> <li>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</li> <li>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.</li> </ol>

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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
<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

### 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> <li>3. Fill in an online document with all the questions that emerged.</li> </ol>
<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 4. 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



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<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>
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**Intellectual Output 2 - Teacher training material**

# The concept of the teacher training material

Prepared by Giedre Tamoliune and Estela Dauksiene

Vytautas Magnus university



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

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## Project “Activating Students in Online Classes”

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### The basis for the teacher training concept and structure development

Teacher training material is developed under the Erasmus+ project “Activating students in online classes”, no. 2020-1-PL01-KA226-HE-096358. The goal of the project is to activate students in online educational context. The innovative combination of didactic methods, opened for new didactic tools, intended for implementation in online learning systems is proposed. The outcomes of the project are projected to help academic teachers in their online classes, giving them methods, tools and – what is the most important – the opportunity to improve their qualifications and build a new standard of teaching.

Three Universities are involved in the project - University of Silesia in Katowice (Katowice, Poland), Sofia University ‘St. Kliment Ohridski’ (Sofia, Bulgaria), and Vytautas Magnus University (Kaunas, Lithuania), who have long-term experience in organising blended and online studies as well as the application of innovative teaching methods. Vytautas Magnus University is responsible for the implementation of Intellectual Output 2 “Teacher training material” aiming to develop a concept and together with other partners prepare the material for teacher training programme - intensive programme on training academic teachers “Activating students in online classes”. This intensive programme is intended to help academic teachers to improve their skills in their online classes, giving them methods, tools and – what is the most important – the opportunity to improve their qualifications and build a new standard of teaching. Teachers from all partner universities will work on the preparation of teachers training materials. Training material will be prepared using the novel technical tools, to be as modern as possible. They will consist of knowledge and skills parts, will be accessible and universal.



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### Requirements for the teacher training programme "Activating Students in Online Classes"

The teacher training material is based on the “Flipped classroom-based e-methodology” (IO1), which serves as a conceptual basis for the overall training development. Activities of the training will be organised so that teachers could learn how to use the designed e-methodology in practice.

The training is planned as a five-day meeting at each partner university. Educators of the leading organisation which were engaged in substantive project tasks will conduct the training. During the training workshops, the participants will benefit from the knowledge of didactic professionals employed at the University of Silesia and will exchange their previous didactic experience from before the beginning of the project. The trainings will be differentiating for academic teachers from different countries and cultures, what will be the good practise for educator in working in multicultural environment.

**The result** of the training will be an increase of didactics skills, digital knowledge, and improvement in English language skills. Moreover, the training will bring an added value to participants by:

- learning from the experiences and good practices of a partner institution,
- tightening cooperation among Transform4Europe European university partners,
- increasing the level of digitization among teachers,
- increasing the level of intercultural sensitivity,
- Increasing teachers' self-esteem by participating in training courses on teaching in a foreign language by non-natives.

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**The role of the educator/tutor** is that of a facilitator of learning, rather than an instructional teacher.

**Instructional language** of the training: English

### Structure of the training

The training programme is developed in a way so that most of the time participants were engaged into active group-oriented activities. The following framework of the teacher training is offered when planning the detailed training programme:

Day No.	Activity
Day 1	Group-oriented activities
Day 2	Group-oriented activities
Day 3	Group-oriented activities
Day 4	Tutor's days (for the area of interest of every participant)
Day 5	Tutor's days (for the area of interest of every participant)

However, it is important to note, that this framework demonstrates the basic information that training needs to be activity driven. Nevertheless, all activities have to be supported with the theoretical and conceptual input of the expert teachers from project partner organisation. The specific content and topics of the training are offered by the work package leader, while other partners may contribute with their suggestions and intellectual input for programme development. Since there are three training planned, each organising institution will suggest and deliver an adapted training programme, following the key principles presented in this document.

### Requirements for training participants

**Profile of participants:** teaching staff from participating institutions.

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All teachers involved in training have to have experience in online teaching, have a direct contact/access to students, and should be able to communicate in English easily.

Each partner institution is responsible for selecting, preparation and supporting participants and ensuring their safety (in accordance with internal regulations). University teachers and trainers will be selected from the project partner organisations during an internal transparent process and following the below fair **selection criteria**:

- previous experience in Erasmus programme teaching students
- field of study (university teachers should be selected from faculties involved in a project)
- time availability to participate in the training
- good knowledge of English language
- the motivation for further professional development
- digital competences
- the experience in modern teaching methods implementing for universities education (only for participating trainers).

Since the total coverage of costs is ensured, teachers who have fewer possibilities for professional development, e. g., because of the financial constraints.

The project may be a great opportunity for teachers who were excluded so far from the academic mobility, due to low family income or disability since the coverage of costs is provided by partner institutions.

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### Development of the course in VLE

Since educational institutions use different Learning management systems, course structure templates will be developed in a way, so it could be easily adapted for both Moodle and MsTeams virtual learning environments.

However, the main structure will consist of the following elements:

1. General information (course description, learning plan for the student)
2. Unit 1 (theoretical material, tools, learning activity)
3. Assignment
4. Self-assessment
5. Unit 2 (theoretical material, tools, learning activity)
6. Assignment
7. Self-assessment
8. Unit 3
9. ....

### Quality assurance

To ensure the quality of flipped courses, the questionnaire is developed helping to assess the course and at the same time stimulate teachers’ self-reflection. The questionnaire is focusing on encompasses 8 key course dimensions each of which encompasses a question block with a more detailed criteria for course evaluation:

1. Competences, learning outcomes and consistency
2. Learning methods
3. Presentation of the theoretical material
4. Assessment methods and criteria

## Project “Activating Students in Online Classes”

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5. Description and presentation of the assignment
6. Learning organization
7. Synchronous and asynchronous tools
8. Literature and open educational resources
9. Copyrights and attribution

### Recognition and validation of learning outcomes

To support the arrangements for recognition or validation of learning outcomes achieved during the training, the participants will be supported by the project's partners to understand the skills and competences acquired. This process will take place on the final day of the training. All participants will receive the Europass Mobility Certificate, as well as a certificate of completion of a "flipped classroom-based e-methodology" training.

## Project “Activating Students in Online Classes”

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### Description of a teacher training course

<b>Description</b>	<p>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.</p> <p>Flipped classroom focuses on active learning and learners’ engagement by removing teacher itself from the centre of attention and limiting the use of the lecture method (direct transition method) and, instead, creating condition for active students’ learning. In a flipped classroom students have to analyse and study learning materials and acquire knowledge independently, so that during the class, with the guidance of the teacher, students could build their own cognitive schemas and knowledge. In such a case, teacher no longer acts as a knowledge transmitter but as an architect of students’ knowledge.</p>
<b>Aim</b>	To guide a teacher in flipping their class in online course delivery
<b>Learning outcomes</b>	<p>After completing the training learners will be able to:</p> <ul style="list-style-type: none"> <li>• explain the principles and components of a flipped classroom methodology;</li> <li>• implement flipped classroom methodology in teaching;</li> <li>• provide teaching-learning material in accessible formats according to copyright and licencing requirements</li> <li>• select appropriate online tools for learners’ engagement</li> <li>• apply suitable assessment strategies of a flipped classroom activities or projects.</li> </ul>
<b>Structure of the material</b>	<p>Teacher training material consists of the following topics:</p> <ul style="list-style-type: none"> <li>✓ Unit 1. Introduction to a flipped classroom methodology: <ul style="list-style-type: none"> <li>Unit 1.1. Key features of a flipped classroom e-methodology</li> <li>Unit 1.2. Defining learning outcomes in a flipped classroom</li> </ul> </li> <li>✓ Unit 2. Guidance on flipping your course (see Unit 2): <ul style="list-style-type: none"> <li>Unit 2.1. Guidance on organisation and assignment planning in FC</li> <li>Unit 2.2. Guidance on choosing online tools</li> <li>Unit 2.3. Assessment strategies of a flipped classroom activities</li> </ul> </li> </ul>



## Project “Activating Students in Online Classes”

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	<ul style="list-style-type: none"> <li>✓ Unit 3. Peculiarities of flipping the class: <ul style="list-style-type: none"> <li>Unit 3.1. OER, ethical and legal issues</li> <li>Unit 3.2. Best practices and Demo scenarios</li> <li>Unit 3.3. Flipped Classroom Course templates for different virtual learning environments (Moodle, MsTeams)</li> </ul> </li> <li>✓ Unit 4. Quality assurance of the prepared online/blended course</li> <li>✓ Self-assessment quizzes and questions</li> <li>✓ Annexes: <ul style="list-style-type: none"> <li>Lesson plan template (Annex 1)</li> <li>Study guide template (Annex 2)</li> <li>Descriptions of assignments (Annex 3)</li> <li>Training agenda (Annex 4)</li> </ul> </li> </ul>
<b>Links to other intellectual outputs</b>	<a href="#">Flipped classroom e-methodology</a> <a href="#">Demo scenarios</a> Best practices
<b>Training mode</b>	Face-to-face / blended / online
<b>No. of participants</b>	Up to 20 (in a face-to-face mode)
<b>Training length</b>	5 days / 40 hours
<b>Language of instruction</b>	English
<b>Certification</b>	Certificate of training completion, Europass Mobility Certificate



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# Flipped Classroom Methodology

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# Flipped classroom methodology

Flipped classroom approaches remove the traditional transmissive lecture and replace it with active in-class tasks and pre-/post-class work.

Four necessary components of flipped classroom:

- channel of communication;
- appropriate materials (activating the students);
- group work methods;
- regular verification of learning outcomes.





# How to flipp classroom?

- A flipped classroom is the method where students are introduced to content at home, and practice working through it at school.
- In this blended learning approach, face-to-face interaction is mixed with independent study via technology. Students watch pre-recorded videos at home, then come to school to do the homework armed with questions and at least some background knowledge.





# The Role of the Teacher

The teacher in a flipped classroom takes on a different role than what we normally envision. In a flipped classroom, the teacher does not give direct instruction. Their role becomes one of a facilitator who sets up the content, maps out homework, and provides a welcoming learning space that students can explore in.





# The Roles of the Students

Well, if the teacher isn't giving students direct instruction, who is? In the flipped classroom, this responsibility falls on the students, making them the captains of their own learning ship.





# Course design

Course design should start with the student's learning outcomes, designing for flipped classroom involves preparing the instruction according to three phases: preparation before a scheduled class session, practicing during a scheduled class session, and extending learning after a scheduled class session.





# 1. Preparation

Create or collect instructional materials to introduce content online, allowing students to access it asynchronously.

Teacher should prepare an interactive assessments: quizzes, discussion forums, minute papers, polls, or other tools, either embedded within or required after a video, to engage students and to hold them accountable for their own learning.







## 2. Practice

Prepare activities that require students to apply the content they reviewed before class. Activate them to analyze, evaluate, create, synthesize, and connect with other areas of your content and the real world. You can use the class time to design a group project, meetings or use group quizzes, surveys, online quests. Also determine with the student which content is the most difficult and requires additional work.





### 3. Learning after classes

Goals and model educational learning information. The third phase, however, does not have to be only the final witness, it can be a time of consolidating the content and in-depth. Other options including independence of their work or a work process in a given discipline, a repetition of work based on feedback received during the course, or a summary or review of criticisms of the practice

Work in the instrumentation can also be high grade evaluation, exhibited work as part of the review rate as part of the science workshop as part of the learning to master the skills.





# How to activate students?

- Activate students during classes and their own work.
- Ask questions that will be answered in commentaries.
- Divide the students into small groups and assign each one an appropriate task.
- Guide and support them during their work.
- Use video materials, podcasts and Kolb's cycle.





# Hazards in the FTC method:

- technological issues;
- resistance to change;
- lack of self-discipline.

Teacher need to introduce the students to the method used, explain to them what it is about, what are the benefits of being their guide during the first tasks





# Positive effects

Develop their skills according to 4x C:

- Collaboration;
- Communication;
- Critical Thinking;
- Creativity.



An Introduction to Flipped Learning, <https://lesley.edu/article/an-introduction-to-flipped-learning>

Blended Learning vs Flipped Learning: Can You Tell The Difference?, <https://elearningindustry.com/blended-learning-vs-flipped-learning-can-tell-difference>

Cristina Rotellar and Jeff Cain: Research, Perspectives, and Recommendations on Implementing the Flipped Classroom, American Journal of Pharmaceutical Education March 2016, 80 (2) 34; DOI: <https://doi.org/10.5688/ajpe80234>

[Loan Thi Thanh Cao](#), [Jeffrey Gerard Swada](#): Effects of implementing flipped classroom elements and dynamic in-class discussion on student performance, Journal of Food Science.2020, <https://doi.org/10.1111/1541-4329.12211>

The Definition of the Flipped Classroom, <https://www.teachthought.com/learning/definition-flipped-classroom/>

Wei Zheng, Timothy Becker, Xuedong Ding: The Effects of "Flipped Classroom" Concept on the Effectiveness of Teaching, ASEE North Midwest Section Conference, 2014, IA. ASEE-NWMSC2014-2B1 1, <https://www.maktabe-hekmat.ir/wp-content/uploads/2018/12/2014.-The-Effects-of-FC.pdf>



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# Defining learning outcomes in a flipped classroom

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Vytautas Magnus University,  
Education Academy, Institute for Study Innovations







# What are learning outcomes?



- “<...> statements of **what** learner is expected to **know, understand** and **be able to demonstrate at the end of a learning experience**” (Kennedy, Ryan & Hyland, 2007).
- A guide for planning, teaching and assessing.

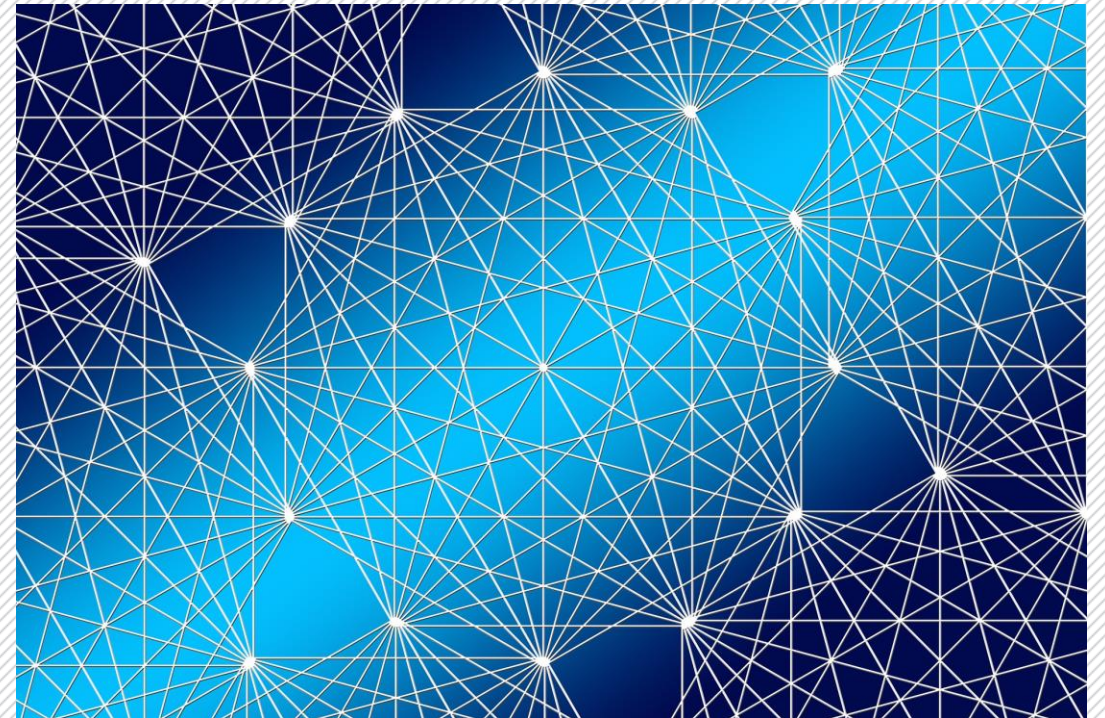






# Learning outcomes aim to help:

- to select and plan the course content;
- to choose and develop an instructional strategy;
- to develop and select learning material;
- to plan appropriate (active) learning methods;
- to create tests and other type of assignments that help to assess and evaluate.







# General and specific learning outcomes

- General learning outcomes - broad statements that define outcomes of the overall course.
- *At the end of the course students will be able to develop a flipped classroom lesson plan.*
- Specific learning outcomes – more specific statements that are assessable and that help students to understand what is expected of them to know or demonstrate in their learning.
- *Students will be able to identify main active learning methods in a flipped classroom.*







# What characterizes a good learning outcomes?

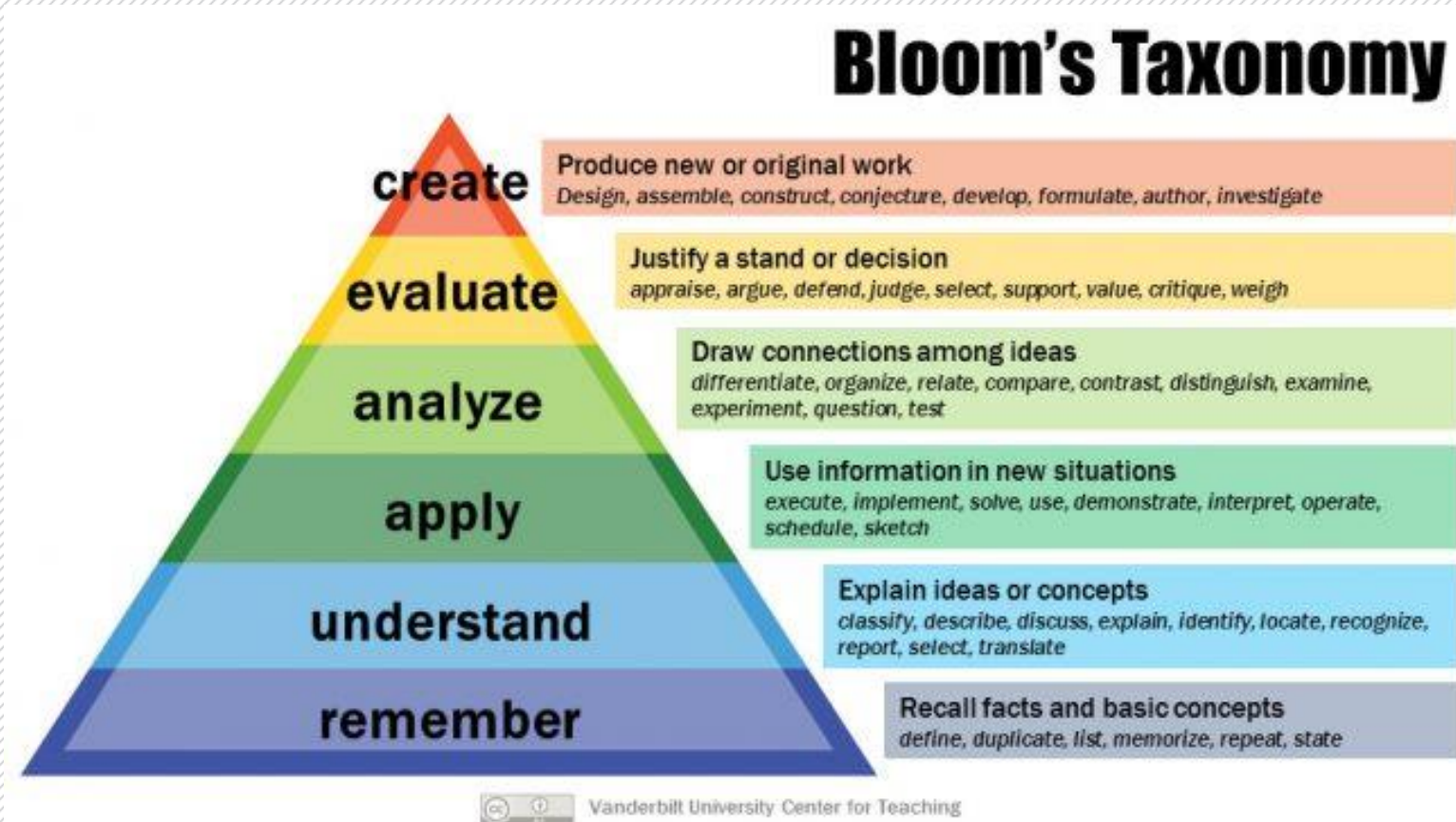


- **Specificity**
- **Measurability**
- **Attainability**
- **Relevance**
- **Time-bound**
- **Clarity**
- **Alignment with the program's curriculum**





# Blooms' taxonomy for defining learning outcomes



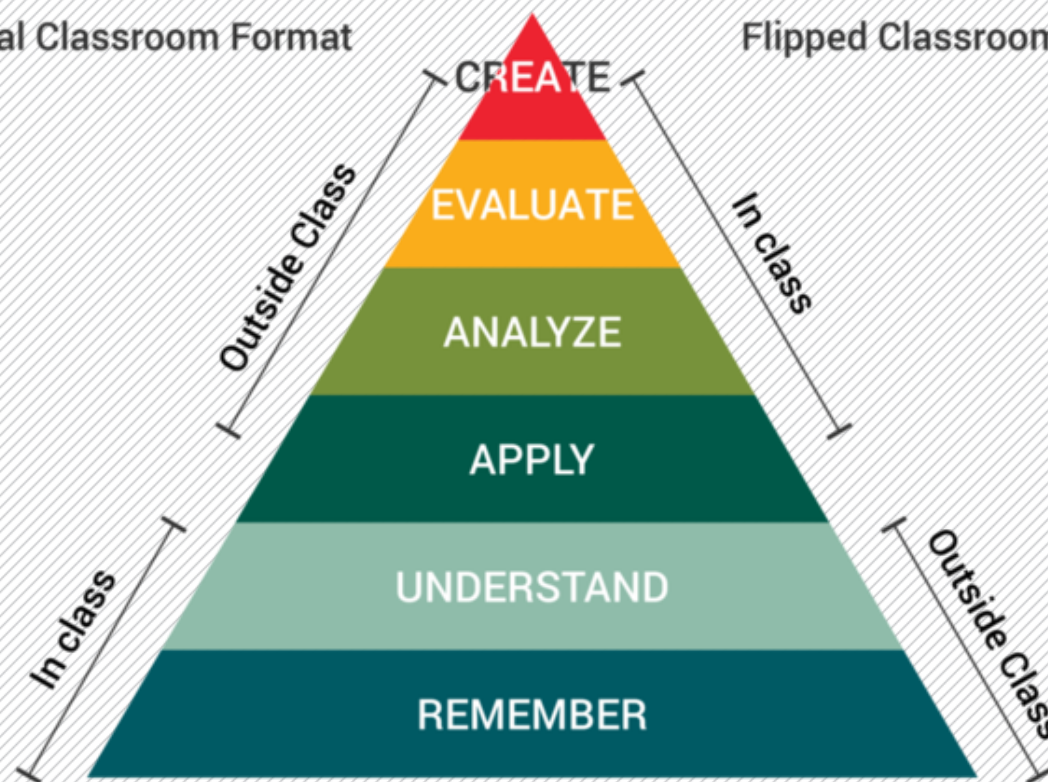




# BLOOM'S TAXONOMY IN A FLIPPED CLASSROOM

Traditional Classroom Format

Flipped Classroom Format



Source:  
<https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/>





## FLIPPED CLASSROOM MODEL

### Outside-of-class

Components traditionally delivered in-class—such as lectures—are delivered outside-of-class via web-based materials like:

- Videos
- Demonstrations and tutorials
- Simulations and games

### BENEFIT

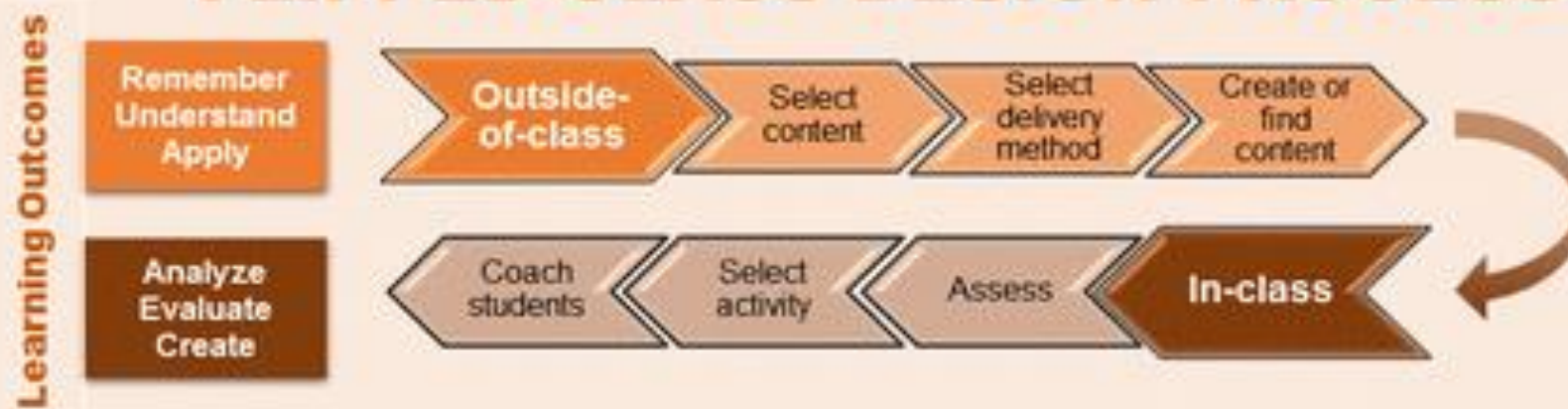
Provides faculty with more time in-class to work with individual students and allows students to master content at their own pace

### In-class

In-class time is used for deeper engagement with content, while the instructor provides guidance, through:

- Collaborative projects
- Individual and group problem-solving
- Peer-based learning activities

## FLIPPED CLASS DESIGN PROCESS



Source: <https://texascomputerscience.weebly.com/flipped-classroom.html>

n/essential-  
teaching-skills/blooms-taxonomy-revised/





# Bloom's taxonomy – a powerful tool to help develop learning outcomes as it explains the process of learning

- before you can understand a concept, you must memorise it;
- to apply a concept, you must first understand it;
- to evaluate a process, you must analyse it;
- to form an accurate conclusion, you must undergo a thorough evaluation.







# When writing learning outcomes...

- start with an active verb and make it a statement which describes knowledge and abilities that students should demonstrate at the end of the course/topic
- make learning outcomes easy to measure and assess
- ensure that students understand what they are expected to know or be able to do
- ensure that there is an alignment between teaching and learning activities, learning outcomes and assessment criteria
- Think of what learning outcomes could be achieved through active learning methods and then apply flipped classroom approach.







# 5 questions for instructional design

- What do you want your students to be able to do? (Outcome)
- What does the student need to know in order to do this well? (Content)
- What activity will facilitate the learning? (Pedagogy)
- How will the student demonstrate the learning? (Assessment)
- How will I know the student has done it well? (Criteria)





# How we remember...

People generally  
remember...  
(learning activities)

People are able to...  
(learning outcomes)

10% of what they read

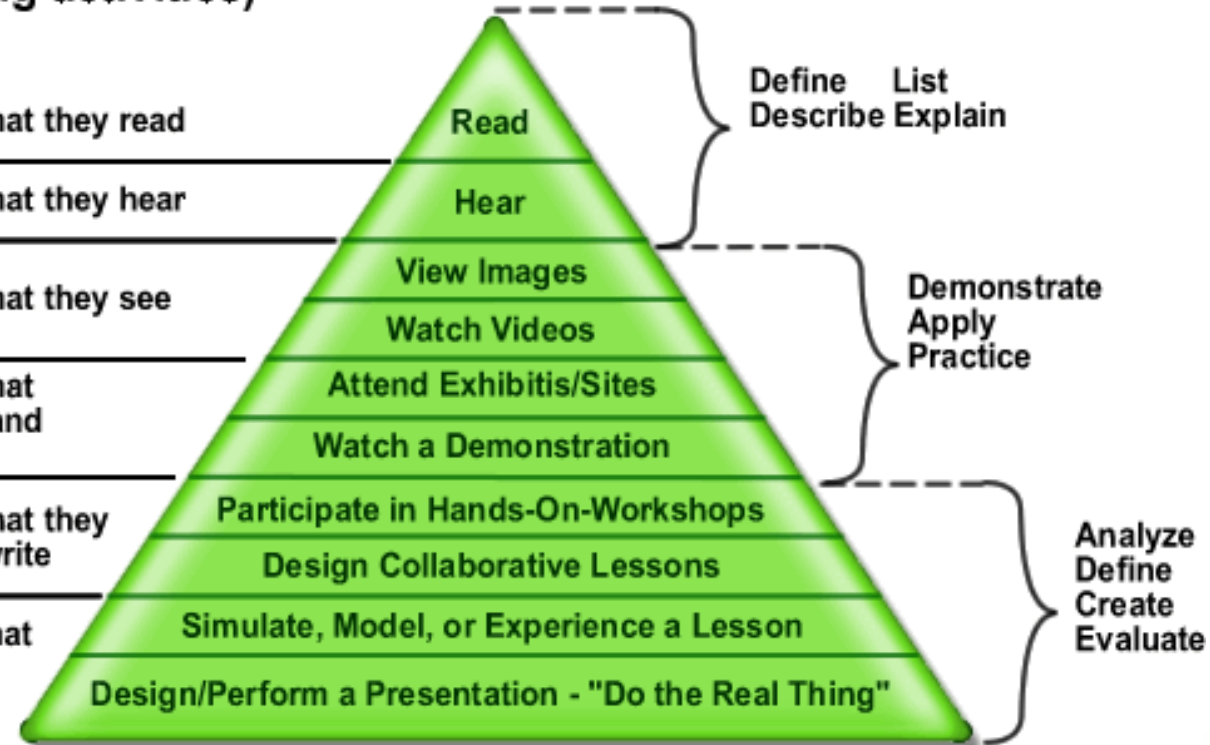
20% of what they hear

30% of what they see

50% of what  
they see and  
hear

70% of what they  
say and write

90% of what  
they do.



Source: Anderson, J.  
<http://www.edutechie.ws/2007/10/09/cone-of-experience-media/>, CC BY-SA 3.0,  
<https://commons.wikimedia.org/w/index.php?curid=37711912>







# For more information and practical tips

- <https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/what-are-learning-outcomes/>
- <https://www.mohawkcollege.ca/employees/centre-for-teaching-learning/curriculum-development/how-to-write-course-learning-outcomes>
- <https://www.bu.edu/provost/planning-assessment/program-learning-outcomes-assessment/writing-learning-outcomes/>



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*Note: pictures retrieved from [pexels.com](https://www.pexels.com) and [pixabay.com](https://www.pixabay.com)*