Intellectual Output 2.

Teacher training material 04

2022

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

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KATOWICE 2022

Unit 4. Quality assurance of the prepared online course

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Vytautas Magnus University Education Academy

Institute for Innovative Studies

www.us.edu.pl

After implementing assignments in Unit 4 you will be able to:
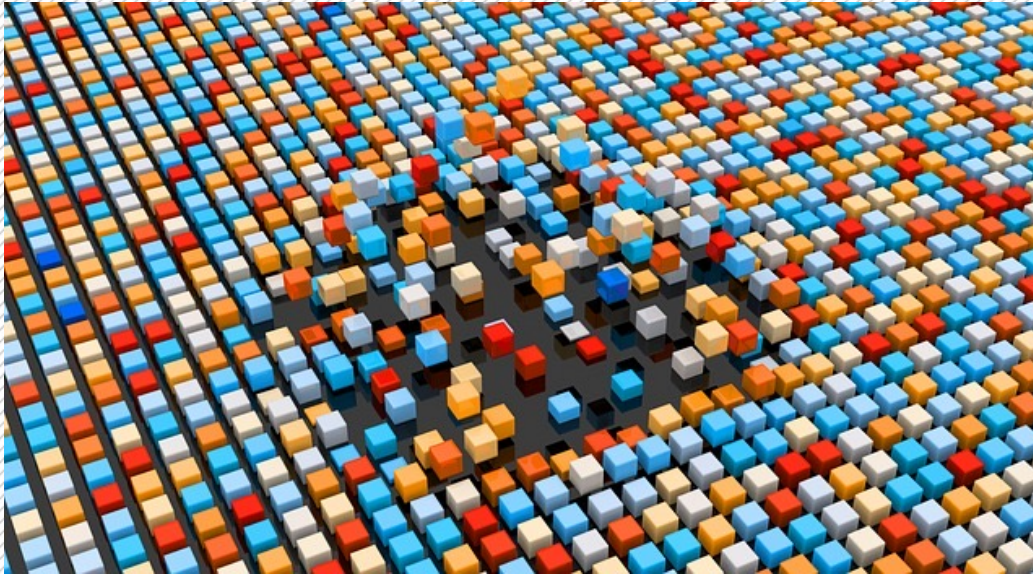
- to plan learning process and assignments according to flipped classroom principles;
- to select appropriate online tools for learners' engagement;
- to design assessment strategies for a flipped learning and learners' engagement;
- to plan learning process and assignments according to flipped classroom principles

Quality assurance of the prepared online course – the questionnaire

Online learning course (using flipped class methodology) quality criteria				
The aim of course assessment				
to measure the consistency among learning outcomes/ competences, learning methods and assessment strategy of online learning courses, which are based on flipped class methodology; the compliance of learning content in virtual learning environment and online learning methodology, the preparedness of online course learning content for learning online, and other quality criteria for online learning.				
The questionnaire was created during Erasmus+ project ReOPEN: Recognition of Valid and Open Learning (proj. no. 2016-1-LT01-KA202-023131) and adapted for online learning course using flipped class methodology in Erasmus+ project Active Class: Activating Students in Online Classes (proj. no. 2020-1-PL01-KA226-HE-096358)				
Course title				
Authors of the course				
The experts *(names and institution)*	Expert No. 1			
	Expert No. 2			
Overall result of the assessment	75			

Criteria	Level of implementation	Weight	Level of implementation	Weight
	Expert No. 1		Expert No. 2	
Competences / learning outcomes and their consistency				
Course description is prepared and provided for learners	Implemented	2	Partially implemented	1
Course learning plan is prepared and presented for learners in VLE	Implemented	2	Partially implemented	1
Course objectives / Learning outcomes are defined in a measurable way and presented in the learning plan	Implemented	2	Partially implemented	1
Competences/ Learning outcomes are in consistency with course objectives	Implemented	2	Partially implemented	1
Competences/ Learning outcomes are in consistency with selected learning methods	Implemented	2	Partially implemented	1
	Result of the criteria group	10	Result of the criteria group	5
Learning methods				
Learning methods used follow flipped class methodology *(first, students study learning materials, then perform activities)*	Implemented	4	Partially implemented	2
Active learning methods are used	Implemented	4	Partially implemented	2
Discussion or co-reflections are used to summarize the learning results	Implemented	2	Partially implemented	1
Variety of learning methods develop creativity, critical thinking, self-learning and responsibility	Implemented	3	Partially implemented	1,5
Learning methods may be used for individual learning or learning in teams/groups	Implemented	2	Partially implemented	1

- can be used by a teacher or expert/colleague
- for self-check or peer review
- if the course / part of the course is prepared for online learning using flipped classroom approach.
- It should be downloaded to start filling
- (link for example - Unit 4 Questionnaire for a course quality assessment.xlsx)

Quality assurance of the prepared online course – how to use the questionnaire?

- Download and enable editing
- Choose answer in Column C

(from dropdown list – implemented/partially implemented/not implemented)

following the criterion indicated in Column B.

- Result is automatically calculated.
- Comments/ideas for improvement – to be added at the bottom (B/C 88)

Online learning course (using flipped class methodology) quality criteria				
The aim of course assessment				
to measure the consistency among learning outcomes/ competences, learning methods and assessment strategy of online learning courses, which are based on flipped class methodology; the compliance of learning content in virtual learning environment and online learning methodology, the preparedness of online course learning content for learning online, and other quality criteria for online learning.				
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Course title				
Authors of the course				
The experts *(names and institution)*	Expert No. 1			
	Expert No. 2			
Overall result of the assessment	75			

Criteria	Level of implementation	Weight	Level of implementation	Weight
	Expert No. 1		Expert No. 2	
Competences / learning outcomes and their consistency				
Course description is prepared and provided for learners	Implemented	2	Partially implemented	1
Course learning plan is prepared and presented for learners in VLE	Implemented	2	Partially implemented	1
Course objectives / Learning outcomes are defined in a measurable way and presented in the learning plan	Implemented	2	Partially implemented	1
Competences/ Learning outcomes are in consistency with course objectives	Implemented	2	Partially implemented	1
Competences/ Learning outcomes are in consistency with selected learning methods	Implemented	2	Partially implemented	1
	Result of the criteria group	10	Result of the criteria group	5
Learning methods				
Learning methods used follow flipped class methodology *(first, students study learning materials, then perform activities)*	Implemented	4	Partially implemented	2
Active learning methods are used	Implemented	4	Partially implemented	2
Discussion or co-reflections are used to summarize the learning results	Implemented	2	Partially implemented	1
Variety of learning methods develop creativity, critical thinking, self-learning and responsibility	Implemented	3	Partially implemented	1,5
Learning methods may be used for individual learning or learning in teams/groups	Implemented	2	Partially implemented	1

Aim – assess the whole course

Note:
It can be used for part of the flipped class course, but the idea is to assess the full course (with flipped class activities)

Online learning course (using flipped class methodology) quality criteria
The aim of course assessment
to measure the consistency among learning outcomes/ competences, learning methods and assessment strategy of online learning courses, which are based on flipped class methodology; the compliance of learning content in virtual learning environment and online learning methodology, the preparedness of online course learning content for learning online, and other quality criteria for online learning.
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Course title	
Authors of the course	

The experts *(names and institution)*	Expert No. 1	
	Expert No. 2	

Overall result of the assessment	75

The average score of both experts

Criteria groups

- Competences/learning outcomes and their consistency
- Learning methods
- Presentation of the theoretical materials
- Assessment methods
- Assignment descriptions
- Learning organization
- (A)synchronous tools and support
- References, copyrights and attribution

QA of prepared online course

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Competences/ learning outcomes and their consistency

Competences / learning outcomes and their consistency		
Course description is prepared and provided for learners	Implemented	2
Course learning plan is prepared and presented for learners in VLE	Implemented	2
Course objectives / Learning outcomes are defined in a measurable way and presented in the learning plan	Implemented	2
Competences/ Learning outcomes are in consistency with course objectives	Implemented	2
Competences/ Learning outcomes are in consistency with selected learning methods	Implemented	2
	Result of the criteria group	**10**

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Learning methods – *focus on active leanring*

Learning methods		
Learning methods used follow flipped class methodology *(first, students study learning materials, then perform activities)*	Implemented	4
Active learning methods are used	Implemented	4
Discussion or co-reflections are used to summarize the learning results	Implemented	2
Variety of learning methods develop creativity, critical thinking, self-learning and responsibility	Implemented	3
Learning methods may be used for individual learning or learning in teams/groups	Implemented	2
	Result of the criteria group	**15**

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Presentation of the theoretical materials

Presentation of the theoretical material		
Learning material is in line with the course objectives and contributes to the development of learning outcomes/ competences	Implemented	2
Learning material is in line with learning methods that follow flipped class methodology	Implemented	3
Theoretical material is in line with practical assignments	Implemented	3
Learning content is prepared clearly, consistently and in proper language; the student preparations activities are clear	Implemented	3
Each topics has a self-assessment test or questions for self-check or summary activities / reflection	Implemented	3
Learning material contains audio and/or video, illustrations and/ or explanations, graphical objects, which are concrete, engaging, intriguing, short	Implemented	2

Presentation of the theoretical materials

Presentation of the theoretical material		
Learning material is in line with the course objectives and contributes to the development of learning outcomes/ competences	Implemented	2
Learning material is in line with learning methods that follow flipped class methodology	Implemented	3
Theoretical material is in line with practical assignments	Implemented	3
Learning content is prepared clearly, cons[...] proper language; the student preparations activ[...]		
Tables, pictures, schemes, and other graphical objects in learning material are of good quality and are easy to read	Implemented	1
Each topics has a self-assessment test or qu[...] check or summary activities / reflection		
Video/audio learning resources are in appropriate format, accessible and do not require additional hardware or software installation for use	Implemented	1
Learning material contains audio and/or vid[...] and/ or explanations, graphical objects, whic[...] engaging, intriguing, short		
The volume of learning material for reading is presented in proper amounts on the screen (not bigger than half of the screen)	Implemented	1
The format of theoretical resources allows learner to download them	Implemented	1
	Result of the criteria group	20

Assessment methods

Assessment methods		
Outcome based assessment is planned in the course	Implemented	2
Assessment methods (test, practical assignment, etc.) are indicated for learners	Implemented	2
Weight of each assignment/test/etc. in the final grade (accumulative grade structure is followed)	Implemented	2
Feedback tools (discussion forums, other) are used for discussion of achievement of learning results	Implemented	2
Tools of virtual learning environment are used for assessment of assignments and learning results	Implemented	2
	Result of the criteria group	**10**

Assessment methods (examples)

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Assessment methods (examples)

During the course, you will have to perform **3 practical tasks:** technology presentation in the seminar, midterm (lesson plan) and a group project. Then you will have to pass the exam test, where your knowledge from all theoretical lectures will be tested:

Activities	Part of the final mark
(1) Individual technology presentation in the seminar	20 %
(2) Midterm (lesson plan)	20 %
(3) Group project: online lesson simulations	30 %
Exam test	30 %
Total:	100 %
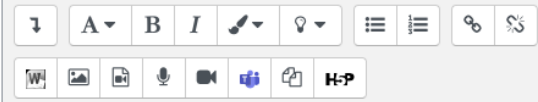
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Assessment methods (examples)

Assignment descriptions

Description and presentation of the assignment		
Assignments presented require practical application of theoretical knowledge	Implemented	3
Assignment aim is clearly indicated for learners	Implemented	1
Outcomes of the assignment are in line with all course objectives and outcomes	Implemented	2
Assignment description contains assessment criteria and their weights	Implemented	4
Assignment description contains steps and phases, needed to implement the task	Implemented	2
The prepared assignment fosters exploration, information gathering and analysis, development of the creativity and critical thinking	Implemented	1
Assignment description contains information when and how it has to be submitted	Implemented	2
Result of the criteria group		15

Assignment descriptions

Midterm task (A lesson plan with activities including technologies) SUBMISSION by March 29

Opened: Sunday, 20 March 2022, 12:00 AM
Due: Tuesday, 29 March 2022, 11:59 PM

Make a submission   Receive a grade

Mid-term - 20% of the final mark.

Aim: to prepare a lesson plan demonstrating the competence to teach English as a foreign language with technologies

Steps to do:

1. Decide **who** you want to teach (level of learners), **what** you want to teach (a topic & language work), describe what the teacher's objectives will be and what the learners will know/ be able to do by the end of the lesson, i.e. Learning Objectives; then describe **how** you will assess that the students have achieved their LOs (what methods and language learning technologies you will use for evaluation)
2. Fill in the table of the template (see Lecture slides 'Lesson Planning' for a description of each part of the lesson plan)

The lesson plan will be evaluated according to the following criteria:

1. Quality of the lesson plan: all parts filled in correctly, using appropriate terminology (2 pts)
2. Choice of technologies: innovative, engaging activities and technologies are chosen (2 pts)
3. Coherence: the chosen technologies are appropriate for achieving the set learning outcomes (LOs); teaching a particular topic/language work; assessing of LO achievement & giving feedback (3 pts)
4. Justification: the choice of technologies is clearly justified - explicit description provided how the chosen technologies will help to achieve the set lesson objectives and LOs (2 pts)
5. Language: correct use of academic language (1 pt)

Learning organization

Learning organization		
Course learning plan is includes: *learning hours indicated for each topic and all practical assignments; links between course topics and practical assignments, as well as learning outcomes/ competences; assessment criteria of all assignments that are planned for assessment, and weight of each assignment in the final course result*	Implemented	**3**
Introductory meeting is planned for flipped class methodology explanation for learners	Implemented	**2**
Learning hours are propotionally planned throughout the course	Implemented	**1**
Progress bar or other tools to follow learner progress are suggested for learners	Implemented	**1**
The clear schedule for learner is presented: it indicates exact dates, hours and places for synchronous meetings.	Implemented	**1**
Formation of learner groups is planned; tools for group communication and collaboration are indicated; group work presentation time is scheduled.	Implemented	**2**
	Result of the criteria group	**10**

Learning organization

Completion Progress

▼ NOW

Mouse over or touch bar for info.

Overview of students

Learning organization		
Course learning plan is includes: *learning hours indicated for each topic and all practical assignments; links between course topics and practical assignments, as well as learning outcomes/ competences; assessment criteria of all assignments that are planned for assessment, and weight of each assignment in the final course result*	Implemented	3
Introductory meeting is planned for flipped class methodology explanation for learners	Implemented	2
Learning hours are propotionally planned throughout the course	Implemented	1
Progress bar or other tools to follow learner progress are suggested for learners	Implemented	1
The clear schedule for learner is presented: it indicates exact dates, hours and places for synchronous meetings.	Implemented	1
Formation of learner groups is planned; tools for group communication and collaboration are indicated; group work presentation time is scheduled.	Implemented	2
Result of the criteria group		**10**

Registration to a group for the group project (Seminar Group A)

Open until Tuesday, 5 April 2022, 6:44 PM

Create a new group | Create a download link for group data file (CSV) | Manage groups

Group ▲▼	Group description ▲▼	Count ▲▼	Members ▲▼	Action ▲▼
Group 1A for group project (presentation on April 21)	Click to edit	0/4		Become member of
Group 2A for group project (presentation on April 28)	Click to edit	3/4		Become member of
Group 3A for group project (presentation on May 3)	Click to edit	0/4		Become member of
Group 4A for group project (presentation on May 5)	Click to edit	3/4		Become member of
Group 5A for group project (presentation on May 10)	Click to edit	3/4		Become member of

(A)synchronous tools and support

MsTeams Video Conference Room
Download and install the MS Teams app in your computer.
Join the course lecture/seminar here
Perform the video call test.

To be used for online lectures and seminars

Synchronous and asynchronous tools and support		
The link to videoconference room (and time) for synchronous online meetings is provided in the course	Implemented	3
Tools for asynchronous communication (emails, text messages, discussion forums) are suggested in the course	Implemented	2
Online tools are properly selected and working	Implemented	2
Teachers present themselves for learners	Implemented	1
Learners are encouraged to present themselves	Implemented	2
Result of the criteria group		10

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References, copyrights and attribution

References, copyrights and attribution		
The main references (at least 1-2 resources) and additional references (at least 1-2 resources) are presented in the course	Implemented	3
Links to open educational resources are provided	Implemented	2
Learning material in the course indicates the resource author and his/her institution	Implemented	3
Learning material in the course abides by copyright legislation or follows the required provisions of openlicensing (authors, quotations, references are used, etc.)	Implemented	2
Result of the criteria group		10

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For further information

- Link to questionnaire - <u>Unit 4 Questionnaire for a course quality assessment.xlsx</u>

Online learning course (using flipped class methodology) quality criteria

The aim of course assessment

to measure the consistency among learning outcomes/ competences, learning methods and assessment strategy of online learning courses, which are based on flipped class methodology; the compliance of learning content in virtual learning environment and online learning methodology, the preparedness of online course learning content for learning online, and other quality criteria for online learning.

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Course title	

Authors of the course	

The experts *(names and institution)*	Expert No. 1	
	Expert No. 2	

Overall result of the assessment	68,25

Criteria	Level of implementation	Weight	Level of implementation	Weight
	Expert No. 1		Expert No. 2	
Competences / learning outcomes and their consistency				
Course description is prepared and provided for learners	Partially implemented	1	Not implemented	0

Course learning plan is prepared and presented for learners in VLE	Not implemented	**0**	Not implemented	**0**
Course objectives / Learning outcomes are defined in a measurable way and presented in the learning plan	Implemented	**2**	Partially implemented	**1**
Competences/ Learning outcomes are in consistency with course objectives	Not implemented	**0**	Partially implemented	**1**
Competences/ Learning outcomes are in consistency with selected learning methods	Implemented	**2**	Partially implemented	**1**
	Result of the criteria group	**5**	**Result of the criteria group**	**3**
Learning methods				
Learning methods used follow flipped class methodology *(first, students study learning materials, then perform activities)*	Implemented	**4**	Partially implemented	**2**
Active learning methods are used	Implemented	**4**	Partially implemented	**2**
Discussion or co-reflections are used to summarize the learning results	Implemented	**2**	Partially implemented	**1**
Variety of learning methods develop creativity, critical thinking, self-learning and responsibility	Implemented	**3**	Partially implemented	**1,5**
Learning methods may be used for individual learning or learning in teams/groups	Implemented	**2**	Partially implemented	**1**
	Result of the criteria group	**15**	**Result of the criteria group**	**7,5**
Presentation of the theoretical material				

Learning material is in line with the course objectives and contributes to the development of learning outcomes/ competences	Implemented	**2**	Partially implemented	**1**
Learning material is in line with learning methods that follow flipped class methodology	Implemented	**3**	Partially implemented	**1,5**
Theoretical material is in line with practical assignments	Implemented	**3**	Partially implemented	**1,5**
Learning content is prepared clearly, consistently and in proper language; the student preparations activities are clear	Partially implemented	**1,5**	Partially implemented	**1**
Each topics has a self-assessment test or questions for self-check or summary activities / reflection	Partially implemented	**1,5**	Partially implemented	**1,5**
Learning material contains audio and/or video, illustrations and/ or explanations, graphical objects, which are concrete, engaging, intriguing, short	Implemented	**2**	Partially implemented	**1**
Tables, pictures, schemes, and other graphical objects in learning material are of good quality and are easy to read	Implemented	**1**	Partially implemented	**0,5**
Video/audio learning resources are in appropriate format, accessible and do not require additional hardware or software installation for use	Implemented	**1**	Partially implemented	**1**
The volume of learning material for reading is presented in proper amounts on the screen (not bigger than half of the screen)	Implemented	**1**	Partially implemented	**0,5**
The format of theoretical resources allows learner to download them	Implemented	**1**	Partially implemented	**0,5**
	Result of the criteria group	**17**	**Result of the criteria group**	**10**
Assessment methods				
Outcome based assessment is planned in the course	Implemented	**2**	Partially implemented	**1**

Assessment methods (test, practical assignment, etc.) are indicated for learners	Implemented	2	Partially implemented	1
Weight of each assignment/test/etc. in the final grade (accumulative grade structure is followed)	Implemented	2	Partially implemented	1
Feedback tools (discussion forums, other) are used for discussion of achievement of learning results	Implemented	2	Partially implemented	1
Tools of virtual learning environment are used for assessment of assignments and learning results	Implemented	2	Partially implemented	1
	Result of the criteria group	**10**	**Result of the criteria group**	**5**
Description and presentation of the assignment				
Assignments presented require practical application of theoretical knowledge	Implemented	3	Partially implemented	1,5
Assignment aim is clearly indicated for learners	Implemented	1	Partially implemented	0,5
Outcomes of the assignment are in line with all course objectives and outcomes	Implemented	2	Partially implemented	1
Assignment description contains assessment criteria and their weights	Implemented	4	Partially implemented	2
Assignment description contains steps and phases, needed to implement the task	Implemented	2	Partially implemented	1
The prepared assignment fosters exploration, information gathering and analysis, development of the creativity and critical thinking	Implemented	1	Partially implemented	0,5
Assignment description contains information when and how it has to be submitted	Implemented	2	Partially implemented	1
	Result of the criteria group	**15**	**Result of the criteria group**	**7,5**
Learning organization				

Course learning plan is includes: *learning hours indicated for each topic and all practical assignments; links between course topics and practical assignments, as well as learning outcomes/ competences; assessment criteria of all assignments that are planned for assessment, and weight of each assignment in the final course result*	Implemented	3	Partially implemented	1,5
Introductory meeting is planned for flipped class methodology explanation for learners	Implemented	2	Partially implemented	1
Learning hours are proportionally planned throughout the course	Implemented	1	Partially implemented	0,5
Progress bar or other tools to follow learner progress are suggested for learners	Implemented	1	Partially implemented	0,5
The clear schedule for learner is presented: it indicates exact dates, hours and places for synchronous meetings.	Implemented	1	Partially implemented	0,5
Formation of learner groups is planned; tools for group communication and collaboration are indicated; group work presentation time is scheduled.	Implemented	2	Partially implemented	1
	Result of the criteria group	**10**	**Result of the criteria group**	**5**
Synchronous and asynchronous tools and support				
The link to videoconference room (and time) for synchronous online meetings is provided in the course	Implemented	3	Partially implemented	1,5
Tools for asynchronous communication (emails, text messages, discussion forums) are suggested in the course	Implemented	2	Partially implemented	1
Online tools are properly selected and working	Implemented	2	Partially implemented	1
Teachers present themselves for learners	Implemented	1	Partially implemented	0,5
Learners are encouraged to present themselves	Implemented	2	Partially implemented	1
	Result of the criteria group	**10**	**Result of the criteria group**	**5**
References, copyrights and attribution				

The main references (at least 1-2 resources) and additional references (at least 1-2 resources) are presented in the course	Implemented	**3**	Partially implemented	**1,5**
Links to open educational resources are provided	Not implemented	**0**	Partially implemented	**1**
Learning material in the course indicates the resource author and his/her institution	Partially implemented	**1,5**	Partially implemented	**1,5**
Learning material in the course abides by copyright legislation or follows the required provisions of openlicensing (authors, quotations, references are used, etc.)	Implemented	**2**	Partially implemented	**1**

Result of the criteria group	6,5	**Result of the criteria group**	5
Overall result:	**88,5**	**Overall result:**	**48**

Comments and recommendations for course improvement

idea - ...

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Annex 1. 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:

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;

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- ✓ practical tasks;
- ✓ real time chat, discussion forums;
- ✓ additional interesting and useful literature.

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 2. The concept of ………………….	Week 1 Week 2	Aug. 25 (F2F) Sept. 8 <ins>19.00 – 20:30 CET</ins> <ins>(online)</ins>	Prepare for next meeting - watch video on …
3. ………………	Week 3	<ins>Sept. 22</ins> <ins>19.00 – 20:30 hour</ins> <ins>CET</ins> <ins>Sept. 29</ins> <ins>19.00 – 20:30 hour</ins> <ins>CET</ins>	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	

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

			Pre-class: reading on.. and selfcheck test in Moodle … In-class………………..
8 ……………………..	13 week		………………….
9. ……………………..	14 week		……………………………
10. …………………..	15 week		
EXAMINATION	DATE	HOW?	ORAL? WRITTEN? ONLINE TEST? PROJECT?

Online video meetings will take place online at http://indicate the address

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:

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

Assignment criteria and weights

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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 - ….. are described by sub-branches in the mind map - The levels ….. are included and described - The mind map is presented by …..	1 1 1 2	5 %
Practical task 2. ……. Each student …...	- …. is developed - ….. long - ….. uploaded online as ….. - Pictures and videos …..	1 1 1 2	5 %
Practical task 3. …..	- …. - ….. - …..	2 2 1	5 %
Teamwork – Part 1. …...	- 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 3. 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	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 *lesson/course plan in Annex 1*) and fill in the part I.
Expected result	learning outcome is described in a lesson/course plan template (Part I).

Self-assessment quiz	**To create active learning in a flipped classroom, teachers should:**
	   o Have students work independently on writing assignments
	   o Create quizzes and tests that require students to apply their knowledge (+)
	   o Present theoretical material during the class and ask students to write essay at home
	
	Which is not an active learning activity?
	   o Analysis
	   o Presentation
	   o Lecture (+)
	   o Discussion
	
	Which of the following does not show learners' engagement?
	   o Questions raised in class
	   o Participation in discussion forum
	   o 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	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	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?

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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	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	**Assessment is defined as:**
	  o The process of evaluating what students recall
	  o The process of evaluating student progress towards mastering the learning outcomes (+)
	  o The process of creating learning objectives
	  o The process used only to rank students
	
	What strategy can be used to assess student learning at home in a flipped classroom?
	  o Start-up questions (+)
	  o Interest survey
	  o Peer collaboration
	  o Essay
	
	The main of goal of summative assessment is:
	  o Evaluate learning (+)
	  o Check understanding
	  o Monitor learning
	  o Get ranked
	
	The main goal of formative assessment is:
	  o Evaluate learning
	  o Check understanding
	  o Monitor learning (+)
	  o Get ranked

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Day 3. Assignment 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	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
Questions for self-reflection after the filled-in questionnaire	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?

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	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?

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	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 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 1) 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 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. 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 2

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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

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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.

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