UNIVERSITY OF SILESIA IN KATOWICE

SOFIA UNIVERSITY ST. KLIMENT OHRIDSKI

VYTAUTAS MAGNUS UNIVERSITY

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

Intellectual Output 3.

Demo scenarios

2022

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KATOWICE 2022

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TEMPLATE FOR DEMO SCENARIOS IN USING THE FLIPPED CLASSROOM APPROACH

The demo scenarios for "good practice" in the e-distance or online learning (EDL), which is based on the flipped approach, depends on some key factors:

- The readiness / skills of a teacher to present the learning content in an attractive way (directly during the training, although in an IT-mediated environment or through a video recording of a lecture / exercise / seminar).
- The applied by the teacher training methodology (considering both the specifics of the discipline and the specifics of the virtual environment for online learning process).
- Structure and content of the e-course, available through Learning Management System (LMS).
- LMS functionality / specifics.

Based on this understanding of flipped methodology, respective guidance, and cited best practices, the following template for developing of demo scenarios is proposed:

1. **Demo scenario title** (thematic area, name of the course)**.**

2. **Year of the beginning of implementation.**

3. **Substantial description.**
   3.1 Reasons to decide to use and apply a flipped methodology
   - Developing independent students' thinking.
   - Developing students' critical thinking.
   - Increasing their capacity for solving problems.
   - Improving communication with students.
   - Increasing interest to the given course.
   - Applying knowledge in practice.
   - Providing more time for active learning activities.
   - Developing spirit of cooperation among students.
   - Restructuring the course.
   - etc.

3.2. Support materials or assignments for the pre-class activities (video lectures, presentation, short texts, questions, etc.)?

Each demo scenario be required to contain a minimum of five professional video lectures and presentations.

3.3. Activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

Each demo scenario be required to contain a minimum of five in-class activities.

3.4. Post-class activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

Each demo scenario be required to contain a minimum of five post-class activities.

4. **Innovative teaching methods used within the flipped classroom.**

4.1. *Each demo scenario be required to demonstrate* innovative methods.

- Recording presentation with voice recorded or mini-lectures in video format. A *minimum of five* professional video mini-lectures be required to be uploaded (assuring easy access for students).
- All the materials be required to be available online.
- For all demo scenarios, be required to demonstrate division of students into small groups for online discussion.
- For all demo scenarios, be required to demonstrate interactive concept map for each chapter of the curriculum.
- E-tests for starting and ending a class are very welcome.
- Other methods such as: quizzes, questionnaires, short writing assignments to hold students accountable, more discussions, etc. are very welcome
- Replacement of traditional exam by some new forms (combination of in-class and out-of-class online assignments; questionnaires; short extracurricular writing tasks, etc) are very welcome.

5. **Online tools used within the flipped classroom.**

5.1 Each demo scenario be required to demonstrate a minimum of one online Learning Management System (LMS) such as Microsoft Teams, Moodle, etc.

5.2 Other online learning platforms such as:

- Prezi software (www.prezi.com).

- Screenr (www.screenr.com)
- Coggle.it (https://coggle.it)
- Mindmup (https://www.mindmup.com),
- Kahoot (https://kahoot.com),
- etc. (See table on p. 75 of the Flipped Methodology)

are very welcome

6. **Impact on the outcomes of a particular group of students/teachers** (individual teacher's conclusions)**.**

   6.1. What are the teacher's conclusions on using the flipped method in terms of its effects on students' learning? (having more time in class to deepen the student understanding; more personal interaction with different students – more or less advanced; improved communication with students, etc.)

   6.2. How the students 'opinions were collected – through quantitative questionnaire, focus groups, etc.?

7. **Links to the website and any material related to this activity** (visual, text, others)**.**

8. **Contact details** (name, surname, position, institution, E-mail)**.**

SU Moodle course

URL: https://elearn.uni-sofia.bg/course/view.php?id=65856

Course content:

Topic 1: ☒ Data science

- Video curriculum Page
- Exercise: Information theory Page
- Exercise: Types of data URL
- Exercise: Clean & Integrate File **17.6KB Excel 2007 spreadsheet**
- Q&A session in MS Teams URL

☒ Theoretical concepts in Databases

- Video curriculum Page
- C.J. Date - An Introduction to Database Systems-Pearson (2003) File **54.6MB PDF document**
- Exercise: Data normalization File **25KB Excel 2007 spreadsheet**
- Exercise: Data Normalization 2 File **23.5KB Excel 2007 spreadsheet**
- Solutions Page
- Exercise: Car Hire Queries URL
- Q&A session in MS Teams URL

Topic 2: ☒ Applications in MS Access

- Video curriculum Page
- Exercise: Create database Page
- Exercise: Create a database 2 Page
-  brokerage.accdb File **1MB application/msaccess**
- Exercise: Data relations Page
- Exercise: MS Access Queries Page
- Solutions Page
- Exercise: MS Access queries 2 Page
-  stores_clean.accdb File **896KB application/msaccess**
- Exercise: Car Hire Queries 2 URL
- Exercise: MS Access Queries 2 Page
- Exercise: MS Access Queries 3 Page
-  stores_clean_tmp.accdb File **912KB application/msaccess**
- Exercise: Dates in MS Access Page
- Exercise: MS Access Queries 4 Page
- Exercise: Crosstab Query Page
- Exercise: Crosstab Query 2 Page
- Exercise: Reports in MS Access Page
- Q&A session in MS Teams URL

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Topic 3: ☒ Applications in SQL

- Video curriculum Page
- Exercise: Joins File **488.4KB PDF document**
- Solutions URL
- Exercise: SQLiteOnline.com File **60KB**
- Exercise: Assignment for Where operator Page
- Solutions File **42.7KB Image (JPEG)**
- Exercise: Tasks with GROUP BY File **58.6KB Image (JPEG)**
- Q&A session in MS Teams

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1. Demo scenario title Aging: of Polish society

2. Year of the beginning of implementation: 2022

3. The aims of class:

1. Students consolidate their knowledge about the aging of Polish society.
2. Students become aware of the challenges related to changes in Polish society.
3. Students deepen their ability to work in a group.

4. Substantial description.

4.1 Reasons to decide to use and apply a flipped methodology

- Developing independent students' thinking.
- Developing students' critical thinking.
- Increasing their capacity for solving problems.
- Improving communication with students.
- Increasing interest to the given course.
- Applying knowledge in practice.
- Providing more time for active learning activities.
- Developing spirit of cooperation among students.
- Restructuring the course.
- Consolidating students' knowledge about the aging of Polish society.
- Developing the spirit of cooperation among students.
- Deepening students' ability to work in a group.

4.2. Support materials or assignments for the pre-class activities

Students prepare for the class by:

1. Watching a lecture recorded for them. Link:
2. Reading a presentation in Prezi: https://prezi.com/p/f9ubng49ba_2/?present=1.
3. Reading the GUS report. Link: https://stat.gov.pl/obszary-tematyczne/ludnosc/ludnosc/ludnosc-stan-i-struktura-ludnosci-oraz-ruch-naturalny-w-przekroju-terytorialnym-stan-w-dniu-31-12-2020,6,29.html [Polish].

Teacher sends links to materials in a team conversation in MS Teams.

4.3. Activities during the class

Class is held in real-time. The teacher starts a meeting in a team created for the needs of MS Teams class.

1. Work in small groups: **Mind map.**

   Description: The teacher divides the students into five new groups. Students in groups discuss and choose the ten most crucial information they have remembered from the lecture they saw and the article they read. While working, students can open the article or the lecture on their mobile devices. Each group creates its own on-line mind map (https://www.mindmup.com/), the theme of which is an aging of Polish society.

   How to do mind map: https://mindmapsunleashed.com/how-to-mind-map-with-tony-buzan.

   In the second part of the exercise, groups of students present and discuss their mind maps.

   Duration: 25 minutes.

2. Small groups exercise: **Edward de Bono's 6 Mind Hats.**

   Description: Edward de Bono's Six Thinking Hats Method is a tool that organizes the analysis of a given problem. Each Thought Hat has a different color, and the colors are a metaphor for different ways of thinking. When the participant puts on a hat (literally or only in the imagination), he starts thinking in a way that corresponds to a given color.

   White hat – facts: He/she collects information – numbers, data. He/she works like a computer doesn't give any feedback. Cool logic reigns. He/she collects data, systematizes, and supplements.

Examples of white hat statements: I know that, I have information about, I learned that

Red hat – emotions: He/she is driven by emotions, feelings, hunches, intuition, taste, aesthetic preferences, and other types of sensations that are difficult to explain. Feelings expressed "hot" without the need to justify them.

Examples of red hat statements: When I think about ... feelings arise in me, It arouses emotions in me such as, I have mixed feelings.

Black hat – pessimism: He/she sees things in black. He/she looks for flaws, shortcomings, and shortcomings. He/she has reservations. He/she focuses on weak points.

Examples of black hat statements: of the black hat: I have to criticize, The obvious drawback is, It should be pointed out that.

Yellow hat – optimism: He/she sees things through rose-colored glasses. He/she looks for advantages, strengths, and benefits. He/she is positive. Absolute enthusiast.

Examples of yellow hat statements: The undeniable advantages are, Benefits that are difficult to overlook are, The advantages could be multiplied, just to mention.

Green hat – opportunities: He/she looks for original ideas and innovative solutions. He/she thinks creatively. He/she runs away from the usual answers, known paths. He/she goes beyond the templates. He/she looks for alternatives.

Examples of green hat statements: Let's assume that, What if,, It seems like a great idea.

Blue hat – process analysis: He/she is the conductor who presides over the discussion. He/she controls the course of the meeting. He/she ensures compliance with the rules of the game. He/she eases disputes. He/she collects information and creates a comprehensive picture of it.

Examples of blue hat statements: The next step will be, Now the voice will take place, So, to sum up.

Source: https://kreatywnapedagogika.wordpress.com/2017/12/02/6-myslowych-kapeluszy-edwarda-de-bono/ [Polish].

The teacher divides students into five new groups. The teacher gives each of them a randomly selected hat (white, red, black, yellow, green). Then, students in groups look for arguments for discussion in the spirit of a randomly selected hat and appoint one or more speakers. The teacher (blue hat) moderates the discussion of groups of hats on: **Aging society – opportunity or threat**.

Duration: 20 minutes.

3. Small groups exercise: **Brainstorm.**

Description: Students in groups come up with solutions that should be taken in Poland to reduce the aging of the society. They write them down, and in the second part of the exercise, they present and discuss.

Duration: 10 minutes

4. Individual excersise: **Elevator pitch.**

Description: Each student chooses one of the solutions proposed during the brainstorming session and prepares a 30-second speech. Elevator pitch (or elevator speech) is an "elevator speech" – a term created in the United States, describing a short, usually several dozen seconds long, presentation of a person,

company, project, service, or product. It must, above all, be concise and persuasive. Then the students deliver their speeches.

About this technique: https://www.mindtools.com/pages/article/elevator-pitch.htm.

Duration: 30 minutes.

5. Individual exercise: **What do I remember?**

   Description: At the end of the class, they take turns talking and telling what they remember most during the class. It might be facts about the population, or it might also be their impressions of working in groups, etc.

   Duration: 5 minutes.

4.4 Post-class activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

1. After class, students will take a quiz on the Kahoot platform. The questions in the quiz concern the aging of Polish society (https://create.kahoot.it/share/society-in-numbers/f9589b9b-1743-46bb-8b2d-d051b24d41a3).
2. After the classes, a Q&A session will be held in the team formed at MS Teams. Students will have the opportunity to ask additional questions about the aging of Polish society. Then the teacher will answer the questions asked.
3. After the class, students will write an essay on consequences of changes in society in Poland (e.g., A4 page, Times New Roman, 12).
4. After the class, students will write down ten facts on the virtual whiteboard Explain Everything, their opinion, essential facts about the aging of the society in Poland (https://explaineverything.com/).
5. After class, students write down keywords related to aging in a team conversation in MS Teams. Everyone writes 5.

After class, the teacher in a team conversation in MS Teams links to individual exercises. Students post essays to Files in a team in MS Teams.

5. Innovative teaching methods used within the flipped classroom.

5.1. *Each demo scenario be required to demonstrate* innovative methods.

- Recording mini-lecture in video format.
- Working in small groups: Mind map, Edward de Bono's 6 Mind Hats, Brainstorm.
- Individual excersises: Elevator pitch, What do I remember?.
- After class indiviudal excersise: Kahoot quiz, Q&A session, essay, ten facts, keywords
- All the materials are available online.

6. Online tools used within the flipped classroom.

6.1 Microsoft Teams.

For the course, a team will be created in MS Teams. Its members will be students and a teacher. It will serve as a place of communication between students and the teacher.

6.2 Other online learning platforms such as:

- Prezi software (www.prezi.com),
- Mind map (https://www.mindmup.com/),
- Kahoot (https://kahoot.it/),
- Explain everything (https://explaineverything.com/).

7. Impact on the outcomes of a particular group of students/teachers (individual teacher's conclusions)**.**

7.1. What are the teacher's conclusions on using the flipped method in terms of its effects on students' learning?

- having more time in class to deepen the student understanding,
- more personal interaction with different students – more or less advanced,
- improved communication with students,

- establishing a deeper relationship with students,
- adjusting the pace of classes to the needs of all students.

7.2. How the students 'opinions were collected – through quantitative questionnaire, focus groups, etc.?

Class is evaluated.

The evaluation of the classes will take place in the Mentimeter application. The teacher will send the students a link to the evaluation survey in a team conversation in MS Teams: https://www.menti.com/amfiytusam.

8. Links to the website and any material related to this activity (visual, text, others)**.**

https://prezi.com/p/f9ubng49ba_2/?present=1

https://stat.gov.pl/obszary-tematyczne/ludnosc/ludnosc/ludnosc-stan-i-struktura-ludnosci-oraz-ruch-naturalny-w-przekroju-terytorialnym-stan-w-dniu-31-12-2020,6,29.html [Polish]

https://kreatywnapedagogika.wordpress.com/2017/12/02/6-myslowych-kapeluszy-edwarda-de-bono/ [Polish]

https://www.mindmup.com/

https://mindmapsunleashed.com/how-to-mind-map-with-tony-buzan

https://www.mindtools.com/pages/article/elevator-pitch.htm

https://kahoot.it/

https://explaineverything.com/

https://www.mentimeter.com/

9. Contact details

Natalia Stępień-Lampa, assistant professor, Institute of Political Science, University of Silesia in Katowice, natalia.stepien-lampa@us.edu.pl

1. Demo scenario title: The EU in numbers. Facts about demographics

2. Year of the beginning of implementation: 2022

3. The aims of class:

1. Students consolidate their knowledge about the EU population.
2. Students become aware of the challenges related to changes in the EU population.
3. Students deepen their ability to work in a group.

4. Substantial description.

4.1 Reasons to decide to use and apply a flipped methodology

- Developing independent students' thinking.
- Developing students' critical thinking.
- Increasing their capacity for solving problems.
- Improving communication with students.
- Increasing interest to the given course.
- Applying knowledge in practice.
- Providing more time for active learning activities.
- Developing spirit of cooperation among students.
- Restructuring the course.
- Consolidating students' knowledge about the demography in the EU.
- Developing the spirit of cooperation among students.
- Deepening students' ability to work in a group.

4.2. Support materials or assignments for the pre-class

Students prepare for the class by:

1. Watching a lecture recorded for them. Link:
2. Reading the article. Link: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Population_and_population_change_statistics#EU_population_shows_a_slight_decrease_in_2020

4.3. Activities during the class

Class is held in real-time. The teacher starts a meeting in a team created for the needs of MS Teams class.

Students are divided into groups of four:

1. Work in groups: **Top 10 facts.**

Description: Students in groups discuss and choose the ten most crucial information they have remembered from the lecture they saw and the article they read. While working, students can open the article or the lecture on their mobile devices. Each group records its top 10 on a virtual whiteboard (e.g., app Explain Everything) by using mobile devices. During the class, the teacher sends the students a link to it. In the second part of the exercise, students present the facts they wrote down. The first one shows all of them, the rest only those that have not been presented so far. Thus, the same information is not repeated. All previously-recorded facts are displayed.

What you need: create an account in the free application e.g. Explain Everything (https://explaineverything.com/), make the whiteboard.

Duration: 15 minutes.

2. Work in groups: **Let's play.**

Description: Students create a quiz consisting of some single-choice questions (e.g., 5). This quiz is made, for example, by a free Quizizz application (https://quizizz.com/) using mobile devices. In the second part of the exercise, groups of students (or students) take part in quizzes prepared by their colleagues. Each group sends colleagues a link to their quiz. Quizizz scores points for correct answers and time – so whoever gets faster is better. All quizzes are displayed.

Duration: 25 minutes.

3. Individual work: **Challenges.**

Description: Students individually reflect on the biggest challenges for the EU and member state governments related to the population and its changes. Each student

can come up with several challenges. They save them anonymously in an online one-slide presentation created, for example, in the free Mentimeter application. During the class, the teacher sends the students a link to it. The presentation is displayed.

What you need: create an account in the free application Mentimeter (https://www.mentimeter.com/, make the one slide presentation.

Duration: 10 minutes.

4. Work in groups: **Pyramid of challenges.**

Description: Students choose from the list from the previous exercise the ten most significant challenges in their opinion. Then they rank them according to their importance. Then they write them down on a second whiteboard (e.g., Explain everything) prepared by the teacher. During the class, the teacher sends the students a link to it.

What you need: create an account in the free application e.g. Explain Everything (https://www.mentimeter.com/.

Duration: 10 minutes.

5. Work in gropus: **Solutions.**

Description: Students in groups figure out what the EU and national governments should take to prevent population-related negative phenomena. Then they submit them to the rest of the participants. After the presentation, there is a discussion on the indicated proposals - their legitimacy and chances for implementation.

Duration: 25 minutes.

6. Exercise: **What do I remember?**

Description: At the end of the class, they take turns talking and telling what they remember most during the class. It might be facts about the population, or it might also be their impressions of working in groups, etc.

Duration: 5 minutes.

4.4 Post-class activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

1. After class, students will record a maximum 5 minutes statements about the challenges they believe are facing the EU in terms of demography.
2. After the class, a Q&A session will be held in the team formed at MS Teams. Students will have the opportunity to ask additional questions about the aging of society. Then the teacher will answer the questions asked.
3. After the class, students will write an essay on consequences there will be a change in society in Poland (e.g., A4 page, Times New Roman, 12).
4. After the class, students will write down ten facts on the virtual whiteboard Explain Everything, their opinion, essential facts about the EU demography (https://explaineverything.com/).
5. After class, students write down keywords related to the EU demography in a team conversation in MS Teams. Everyone writes 5.

After class, the teacher in a team conversation in MS Teams links to individual exercises. Students post recordings and essays to Files in a team in MS Teams.

5. Innovative teaching methods used within the flipped classroom.

5.1. *Each demo scenario be required to demonstrate* innovative methods.

- Recording mini-lecture in video format.
- Working in small groups: Top 10 facts, Let's play, Pyramid of challenges, Solutions.
- Individual exercise: Challenges, What do I remember?.
- After class individual exercise: recordings, Q&A session, essay, ten facts, keywords

- All the materials are available online.

6. Online tools used within the flipped classroom.

6.1 Microsoft Teams.

For the course, a team will be created in MS Teams. Its members will be students and a teacher. It will serve as a place of communication between students and the teacher.

6.2 Other online learning platforms such as:

- Prezi software (www.prezi.com),
- Quizizz (https://quizizz.com/),
- Explain everything (https://explaineverything.com/).
- Mentimeter (https://www.menti.com/).

7. Impact on the outcomes of a particular group of students/teachers (individual teacher's conclusions)**.**

7.1. What are the teacher's conclusions on using the flipped method in terms of its effects on students' learning?

- having more time in class to deepen the student understanding,
- more personal interaction with different students – more or less advanced,
- improved communication with students,
- establishing a deeper relationship with students,
- adjusting the pace of classes to the needs of all students.

7.2. How the students 'opinions were collected – through quantitative questionnaire, focus groups, etc.?

Class is evaluated.

The evaluation of the classes will take place in the Mentimeter application. The teacher will send the students a link to the in a team conversation in MS Teams: https://www.menti.com/amfiytusam.

8. Links to the website and any material related to this activity (visual, text, others)**.**

https://prezi.com/p/ko1zv0vwwm_s/?present=1

https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Population_and_population_change_statistics#EU_population_shows_a_slight_decrease_in_2020

https://quizizz.com/

https://explaineverything.com/

https://www.mentimeter.com/

9. Contact details

Natalia Stępień-Lampa, assistant professor, Institute of Political Science, University of Silesia in Katowice, natalia.stepien-lampa@us.edu.pl

DEMO SCENARIO IN USING THE FLIPPED CLASSROOM APPROACH

The demo scenarios for "good practice" in the e-distance or online learning (EDL), which is based on the flipped approach, depends on some key factors:

- The readiness / skills of a teacher to present the learning content in an attractive way (directly during the training, although in an IT-mediated environment or through a video recording of a lecture / exercise / seminar).
- The applied by the teacher training methodology (considering both the specifics of the discipline and the specifics of the virtual environment for online learning process).
- Structure and content of the e-course, available through Learning Management System (LMS).
- LMS functionality / specifics.

Based on this understanding of flipped methodology, respective guidance, and cited best practices, the following template for developing of demo scenarios is proposed:

1. **Demo scenario title** (thematic area, name of the course)**.**
   Name of course: Environmental Management

The course is aimed to build theoretical knowledge on Environmental Management and develop practical skills in environmental management certification and environmental management audits.

2. **Year of the beginning of implementation.**

This course has been adopted to flipped classroom methodology for this project in 2021 and will be piloted with students of the 'Environmental management' course in autumn semester. However, prior teachers' experience allowed to develop this course for a flipped learning, focusing on more active learners engagement during the in-class activities.

3. **Substantial description.**

3.1 Reasons to decide to use and apply a flipped methodology

- Developing independent students' thinking.
  - ✓ **Developing students' critical thinking.**

- ✓ **Increasing their capacity for solving problems.**
- ✓ **Improving communication with students.**

- Increasing interest to the given course.
  - ✓ **Applying knowledge in practice.**
- Providing more time for active learning activities.
- Developing spirit of cooperation among students.
  - ✓ **Restructuring the course.**
  - ✓ **To do course in different way, for students engadments.**

3.2. Support materials or assignments for the pre-class activities (video lectures, presentation, short texts, questions, etc.)?

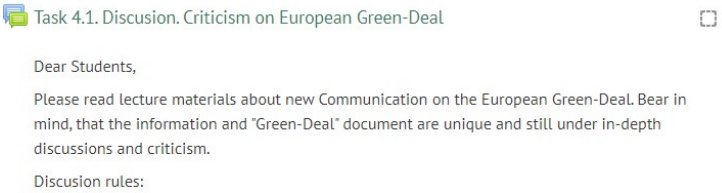
Learning material is prepared to acquire these skills learning. It consists of:

- ✓ Literature (articles, case study, date bases, graphics, slides, summaries, books), records of presentations.
- ✓ additional interesting and useful literature.
- ✓ online consultations in virtual learning environment.

3.3. Activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

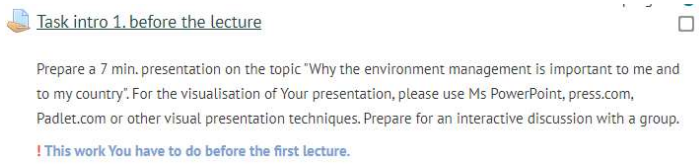
- ✓ Real time chat.

- ✓ Discussion forums.



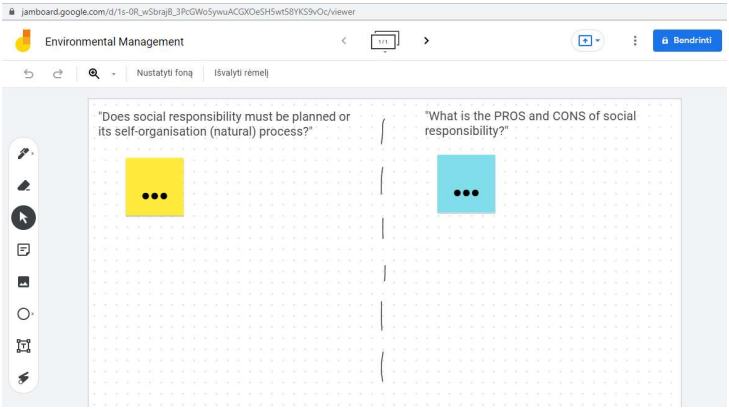
- ✓ Feedback

- ✓ Task in written.
- ✓ Presentation (MS Powerpoint, Prezi)



- ✓ Choices (select the essentials that describes)

- ✓ Task on the white board



- ✓ Development of a common strategy / concept / definition

3.4. Post-class activities during the class (Q&A session, discussions on the students' homework and their responses to the questions, small tests, etc.)?

Each demo scenario be required to contain a minimum of five post-class activities.

After the each class, students will be asked to write down 3 key characteristics of each topic. Example after introductory.

4. Innovative teaching methods used within the flipped classroom.

4.1. *Each demo scenario be required to demonstrate* innovative methods.

In Moodle students can find:

- ✓ Recording presentation with voice recorded in video format for each lecture.
- ✓ video lectures (open educational resources) adapted to the topic under analysis
- ✓ All the materials available online.
- ✓ Activities for student cooperation are organized - discussion forums, chats.
- ✓ Students have possibilities to work in the groups on whiteboard.
- ✓ The same E-test for starting and ending a class. This self-assessment tool help students to focus on story process and pay specific attention to the missing gaps. It is recommended to do this exercise twice - before starting to study the course, and after completion of the course.
- ✓ Rufopoly – is an interactive decision-making game in the management of environment ir rural-urban areas.

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DOCUMENT A: Game instructions

DOCUMENT B: RuFOPOLY BOARD. Interactive desicion-making board game

DOCUMENT C: Situations description

Dise roller

Discussion room for RUFOPOLY

RUFopoly is an interactive game that enables you to journey through the fictitious county of RUFshire, which is under constant change from pressures for development and new opportunities generated by the region's growing population and changing environmental governance. The purpose of the game is for players to answer questions relating to the 4 topics: 1. spatial planning and ecosystem services; 2. making connections in grey-green-blue infrastructure planning; 3. values and decision making; 4. long termism – temporal perspectives, as randomly determined by the throw of a dice.

HOW TO PLAY?

1. Rufopoly is game to play in a small groups of 4-6 people
2. Each group will have a supporting documents:

DOCUMENT A: game instructions
DOCUMENT B: game board (the map of Rufshyre)
DOCUMENT C: the detailed situations describtion
DOCUMENT D: link to active "dise roller"

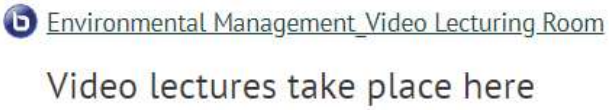
3. Each group member has to ride a dise at least one time and to solve the situation idicated with the rolled-out number.
4. Read the situation, discuss it in a group and find a consensus solution to the existing problem.
5. When you complete to analyse all the situations, create a vision for the development of RSI of the Rufshyre.
6. Answer the question – have you found any new ideas for the development of new rural business?

The duration of the game 40-50 minutes.

5. **Online tools used within the flipped classroom.**

5.1 Each demo scenario be required to demonstrate a minimum of one online Learning Management System (LMS) such as Microsoft Teams, Moodle, etc.

- ✓ Moodle
- ✓ Big Blue Button



5.2 Other online learning tools such as:

- ✓ Prezi software (www.prezi.com)
- ✓ Google Jamboard (https://jamboard.google.com/)
- ✓ Google Doc (https://docs.google.com/)
- ✓ Miro (https://miro.com/)

6. **Impact on the outcomes of a particular group of students/teachers** (individual teacher's conclusions).

The activity and flipped method should motivate students more and become more active not only as listeners but also as attendees.

6.1. What are the teacher's conclusions on using the flipped method in terms of its effects on students' learning? (Having more time in class to deepen the student understanding; more personal interaction with different students – more or less advanced; improved communication with students, etc.)
6.2. How the students 'opinions were collected – through quantitative questionnaire, focus groups, etc.?

We have no comments currently.

7. **Links to the website and any material related to this activity** (visual, text, others).
   - ✓ https://www.process.st/environmental-management/
   - ✓ https://openstudies.vdu.lt/study/mod/url/view.php?id=15499
   - ✓ https://jamboard.google.com/d/1s-0R_wSbrajB_3PcGWo5ywuACGXOeSH5wt58YKS9vOc/viewer
   - ✓ https://openstudies.vdu.lt/study/mod/resource/view.php?id=13411
   - ✓ https://www.youtube.com/watch?v=ZfGDJY1lJGA
   - ✓ https://www.youtube.com/watch?v=oV-Xo_bKVao
   - ✓ https://www.youtube.com/watch?v=fX0g4TiYe-Q
   - ✓ https://www.sci.unich.it/ricerca/jcs/content/2008/2008-02-08.pdf
   - ✓ https://journals.sagepub.com/doi/pdf/10.1177/1558925020915585
   - ✓ https://ec.europa.eu/info/food-farming-fisheries/key-policies/common-agricultural-policy/new-cap-2023-27/key-policy-objectives-new-cap_en#nineobjectives
   - ✓ https://www.eea.europa.eu/data-and-maps
   - ✓ https://rolladie.net/

And other material, Moodle tools are used for activities.

8. **Contact details** (name, surname, position, institution, E-mail)**.**

Assoc. Prof. dr. Rasa Pakeltienė - lecturer, chief researcher; Vytautas Magnus University, Academy of Agriculture, Faculty of Bioeconomics and Management; rasa.pakeltiene@vdu.lt (more information CRIS).

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GOOD PRACTICE IN USING THE FLIPPED CLASSROOM APPROACH

FLIPPED LEARNING FOR UNRAVELLING OPEN EDUCATION

1. **Best practice title** (name of the course included in the study programme, additional workshops/courses/conferences/lectures, other forms)**.**

Title of the course	Study level	No of students	The course topic where flipped classroom methodology was applied
Concepts of Adult Education	MA	16-20	Open education for lifelong learning

2. **Year of the beginning of implementation.**
   2021

3. **Substantial description.**

   This is a master study course for future or present education professionals, and it aims to enable students to acquire and develop a conceptual approach towards adult education and the ability to assess the various factors involved. The overall course consists of 13 topics, but there is 1 topic designed to be delivered in a flipped classroom way - *Open education for lifelong learning*.

   This topic was selected thinking of the need to accomplish learning outcome that requires learners to be able to assess lifelong learning tendencies in EU and Lithuanian education policy documents.

   This topic is delivered online on MsTeams. All the learning material, activities and course content is uploaded on Moodle where students can access learning material at any time.

   a. Reasons to decide to use and apply a flipped methodology

   It was decided to apply flipped classroom methodology because we seek to foster the development of students' critical and analytic thinking, increase their interest in the course, connect the new knowledge to prior knowledge, foster their understanding on how and why this knowledge is important to them, demonstrate active learning methods that they could apply and use in their own future practice.

Open education is a rather new concept and so it is important to help students to understand what open education is about, what role does it play in the context of life-long learning and adult education. Next to this, for present/future education professionals it is extremely important to be aware of the accessibility question and issues in nowadays global digital society. Therefore, it was decided to allow students to explore these topics through active learning methods and student-centred activities.

3.2. How much units and what exactly units have been prepared for:

pre-class

Students are asked to:

- watch 2 videos on Youtube (10 minutes in total)
- watch a pre-recorded lecture from a teacher (15 minutes)
- listen to an extraction from a podcast (7 minutes)
- read a blog entry of a field expert (up to 10 minutes)

While studying learning material, students are asked to write down key words and ideas that emerge as the most relevant and important when talking about open education.

After studying learning material, students are asked to join the discussion forum on Moodle and answer 4 questions related to the content.

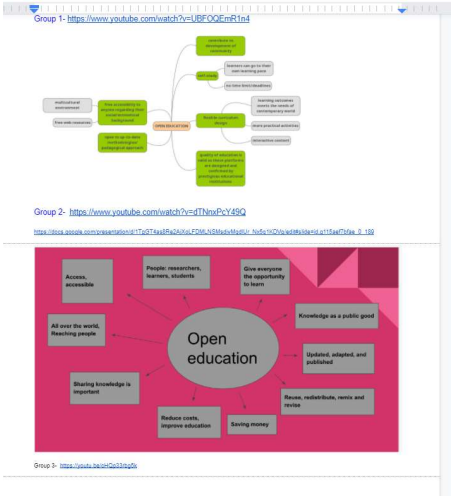
In-class (90 minutes)

Teacher initiates the Questions/answer session that is influenced by pre-class activities, aiming to assess how well students have prepared for the class. Questions are collected on Padlet wall. (5-10 minutes)

After teachers reflects on the questions raised, students are distributed into 4 breakout rooms (on MsTeams) where they are appointed to discuss on one of the questions that they had to answer after analysing learning material at home. Then each group presents their generalized ideas to the overall group. After presentation, students are asked to write down their group ideas on a shared googledocs document (15 minutes in-group discussion + 15 minutes presentation).

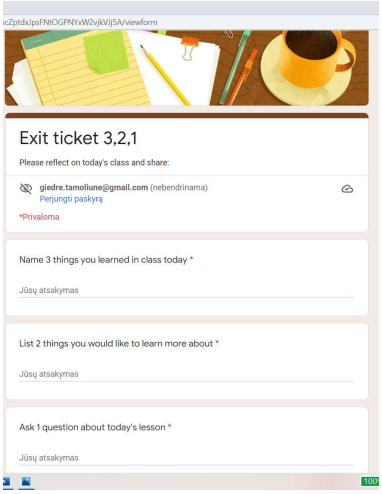
Following this activity, another 4 groups are formed, where students are asked to develop a concept map on what open education is based on the concepts, terms and ideas that they have written down during a pre-class activity and later discussions (15 minutes). Students can choose any application or tool they want to use for drawing this map (most often they use

mindmup). Each group has to upload their concept map on a shared googledocs document and present it to all classmates by explaining why these concepts/terms/attributes of open education are important for adult learning (15 minutes).



A short discussion is organized on the pros and cons of open education (10 minutes)

Exit ticket 3-2-1 is introduced at the end of the class asking students to name 3 new things that they learned today, 2 things they would like to explore more, 1 question that remained unclear or unanswered (5-10 minutes).



post-class

students are asked to write a short essay on how open education may foster lifelong learning. This fosters learners to reflect on their new knowledge, demonstrate critical thinking,

their learning progress. At the same time, it helps teacher to see how students understand the material, identify the existing gaps and plan future activities.

Students are asked to fill-in the short self-assessment quiz on key aspects of the topic, helping them to monitor their own understanding and learning of the topic.

3.3. What are the support materials or assignments for the pre-class activities (video lectures, presentation, short texts, questions, etc.)?

Learning material encompasses different formats, which are video recording (on Youtube), recorded presentation by a teacher, blog entry OR scientific research, and podcast.
These different types of learning material were chosen on purpose, aiming to respond to different learning needs and types of learners.

3.4. What are the activities during the class (Q&A session, discussions on the students' home work and their responses to the questions, small tests, etc.)?

Questions and answer method, group-discussion, oral presentation, development of a concept map, discussion, 3-2-1 classroom assessment technique.

4. Innovative teaching methods used within the flipped classroom.

4.1. What innovative methods are used

- Recording presentation with voice recorded in video format (1 record)
- Results of discussion summarised on Padlet
- All learning materials are uploaded on Moodle.
- All the materials available online.
- Breakout rooms on MsTeams for group work
- Development of a concept map on an open platform
- Using shared document to summarise results of group discussions and group work (GoogleDocs)
- Mentimeter
- Moodle discussion forum
- GoogleForms for developing Exit ticket 3-2-1

4.2. Changes in the evaluation of students' knowledge

- does the traditional exam has been replaced by some new forms as a consequence of using the flipped method? if yes, what kind of evaluation has been applied (combination of in-class and out-of-class online assignments; questionnaires; short extracurricular writing tasks, etc.?

2 additional open-ended questions were included to the final exam (test with closed and open questions), so that students could demonstrate their critical thinking and understanding of the analysed topics.

5. **Online tools used within the flipped classroom.**
   - Mindmup (https://www.mindmup.com),
   - Mentimeter (www.mentimeter.com)
   - Padlet (www.padlet.com)
   - Google forms
   - GoogleDocs
   - MsTeams
   - Moodle

6. **Background of implementing this best practice** (before the pandemic as a novel way to teach; during the pandemic as a necessity; other circumstances)**.**

Teachers need to have sufficient level of knowledge on how to use mentimeter, padlet, googledocs, googleforms, breakout rooms (or any other equivalent tool) to organise active learning in a fluent way.

Teacher has to know very well the learning material that students were analysing before the class, so that when needed, teacher could give moderate the discussion easily, and emphasize the key points that are important for students to learn.

7. **Impact on the outcomes of a particular group of students/teachers** (individual teacher's conclusions)**.**

7.1. What are the teacher's conclusions on using the flipped method in terms of its effects on students' learning? (having more time in class to deepen the student

understanding; more personal interaction with different students – more or less advanced; improved communication with students, etc.)

Designing active learning in a class, allowed teacher to engage students more easily. At the same time, teacher designed metacognitive strategies that would help students to reflect on their learning, to apply their knowledge and make the learning that requires highest level of cognitive load to be less stressful.

Teacher had the possibility to observe how groups work and discuss, what is the input of each student into a group discussion and groupwork result.

Students are more open to share their ideas, turn on cameras, present, raise questions and discuss.

7.2. How the students 'opinions were collected – through quantitative questionnaire, focus groups, etc.?

Students were asked to fill in a survey on the overall course, as well there was a short survey developed after the course, asking about the learning material, learners awareness of their own learning, their input into preparation for the class and interest in different learning way.

8. **Links to the website and any material related to this activity** (visual, text, others)**.**
   https://www.mentimeter.com/
   https://padlet.com/dashboard
   https://www.mindmup.com
   Why open education matters
   Intro to open education
   Distance ed lite (by M. Weller)
9. **Contact details** (name, surname, position, institution, E-mail)**.**
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