

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

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.**

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

✓ **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 engagements.**

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, data 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.

 Thoughts after the introductory lecture

! Short feedback.

Share 3 suggestions / comments after the introductory lecture

- ✓ Discussion forums.

 Task 4.1. Discussion. Criticism on European Green-Deal □

Dear Students,

Please read lecture materials about new Communication on the European Green-Deal. Bear in mind, that the information and “Green-Deal” document are unique and still under in-depth discussions and criticism.

Discussion rules:

- ✓ Feedback

 General feedback about Environmental Management

Please answer to the questions after study of this course!

! Your opinion is very important for the improvement of the course

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

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

Task intro 1. before the lecture

Prepare a 7 min. presentation on the topic “Why the environment management is important to me and to my country”. For the visualisation of Your presentation, please use Ms PowerPoint, press.com, Padlet.com or other visual presentation techniques. Prepare for an interactive discussion with a group.

! This work You have to do before the first lecture.

- ✓ Choices (select the essentials that describes)

? Task 1.1. The importance of environmental management: seven essentials

Task 1.2. The essentials of the importance of environmental management in the company: explain your choice



Click the link and find **seven essentials that is describing an environmental management system**. Choose one of the essential and explain **why** and **how** it is important for the success of environmental management in the company.

- ✓ Task on the white board

- ✓ Development of a common strategy / concept / definition

Task 3.2. Quick Guide to Sustainable Design Strategies



! Watch video before meeting and choose 3 main aspects and explain them.

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.

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

 Thoughts after the introductory lecture 

! Short feedback.

Share 3 suggestions / comments after the introductory lecture

4. Innovative teaching methods used within the flipped classroom.

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

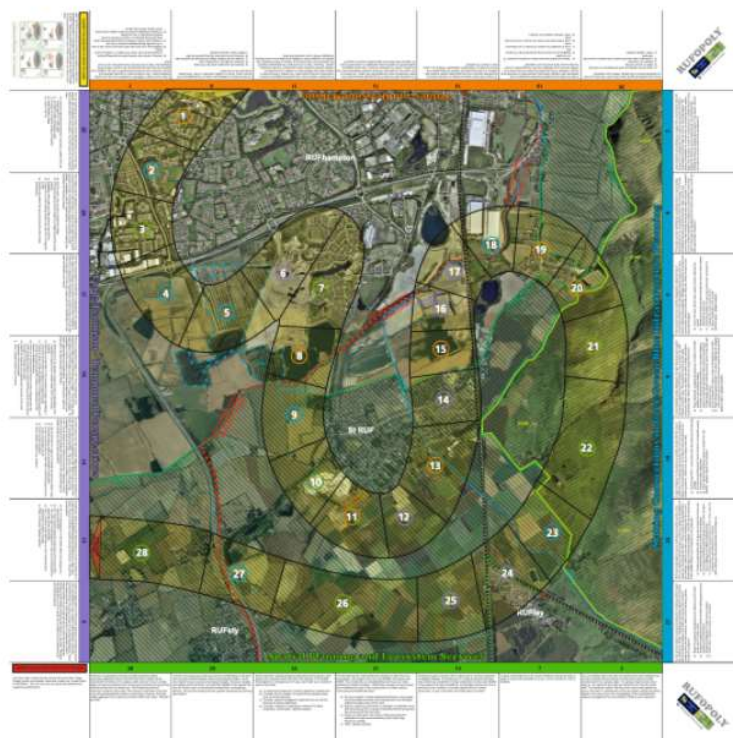
In Moodle students can find:

- ✓ 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 in rural-urban areas.

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

 DOCUMENT A: Game instructions

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



 DOCUMENT C: Situations description

 Dice 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.

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

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 description
DOCUMENT D: link to active “dise roller”
3. Each group member has to ride a dice at least one time and to solve the situation indicated 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

 [Environmental Management_Video Lecturing Room](#)

Video lectures take place here

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).



Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

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=ZfGDJY1IJGA>
- ✓ 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.





Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

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

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

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.

Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

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)

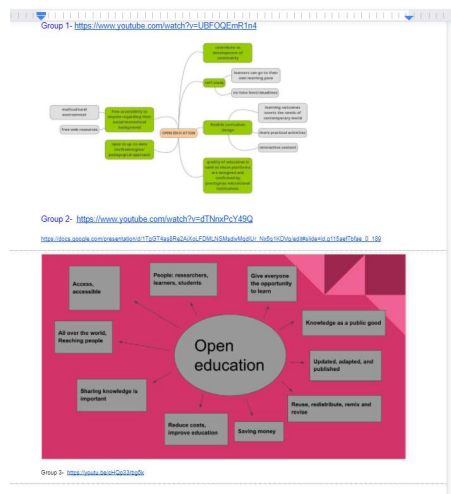
After teachers reflects on the questions raised, students are distributed into 4 breakout rooms (on MsTeams) where they are appointed to discuss on one of the questions that they had to answer after analysing learning material at home. Then each group presents their generalized ideas to the overall group. 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

Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

mindmap). 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,

Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

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

Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

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

Project “Activating Students in Online Classes”

2020-1-PL01-KA226-HE-096358

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 \(by M. Weller\)](#)

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