



Practical Experience of Applying the Flipping Learning Model in a Master Course

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Introduction

- Flipped Learning Model (FLM) is a relatively new model of instruction and it has a positive impact on student outcomes, including achievement and engagement.
- FLM was applied in the master course Information Technology Project Management offered in the second cycle of studies (I group with traditional teaching/ I flipped group) in the master program Business Informatics under CST Faculty at SEEU.
- It was found that the student engagement and course results/grades increased, exceeding the actual professor expectations.

The Flipped Classroom Model

- Link:
- <https://www.youtube.com/watch?v=ojiebVw8O0g>

Flipping the Classroom in Sweden, David Black-Schaffer

- Link:
- <https://www.youtube.com/watch?v=57MvwhSbv3k>

**THE FLModel and a PRACTICAL
EXPERIENCE**

The process of Flipped Learning Design Classroom Application

- **Students out of class activities**
 - Reading and watching upcoming lectures short videos/ other related podcasts
 - Reading lectures notes (learning guides) - Syllabus as option
 - Solving homework (individual or team work)
 - Taking short QUIZ
 - Google hangouts
 - Note down a problem question - inform the professor
- **Professor office hours**
 - Planning and preparing the lecture learning objectives- Preparing short 10 mins lecture videos
 - Preparing lecture notes (learning guides)
 - Preparing QUIZ and homework
 - Manage LMS course site
- **Students/Professor in-class activities**
 - Classroom lecture debate- Q/A QUIZ
 - Q/A Homework
 - Individual student progress assessment

EXAMPLES

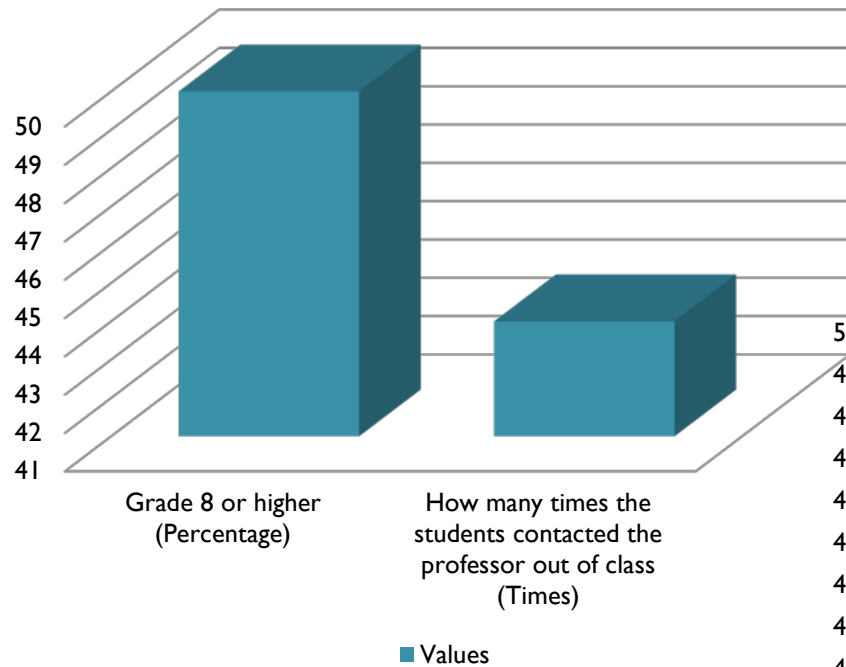
- Homework
 - Using the Web, find an article that describes either a successful or an unsuccessful IT project. Short write the factors that influenced the particular outcome (success or fail) of that project.
- Additional reading
 - http://www.shef.ac.uk/polopoly_fs/1.90417!/file/Project_Definition_Notes.pdf
- Teacher lecture
 - <https://youtu.be/J8FhgjCTyLA>
- Other podcast
 - <https://www.youtube.com/watch?v=UcgCvMj50i4>

THE FLM STORY

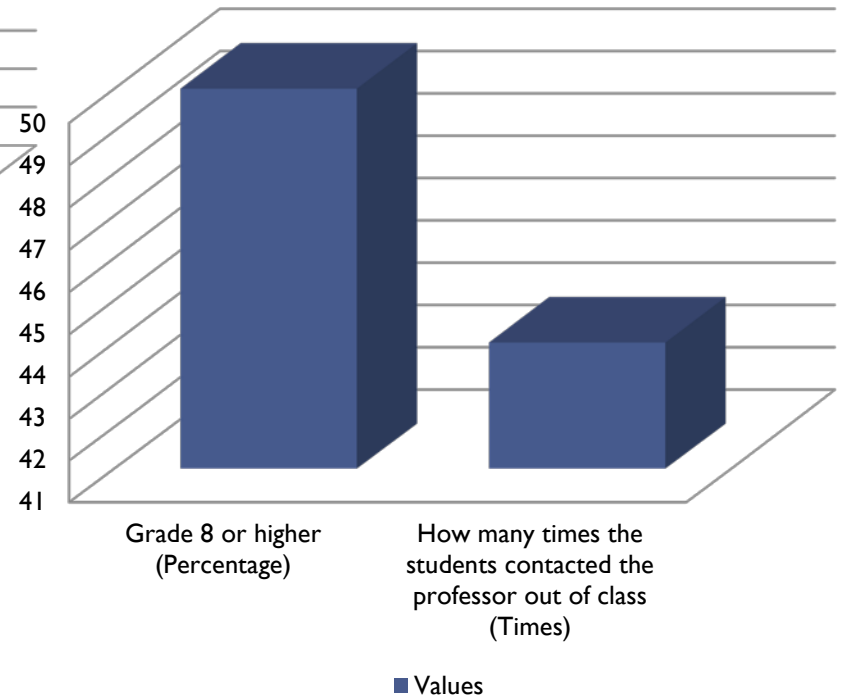
- **Lectures:** The course lectures were recorded and posted on LMS Libri.. The lecture was divided in several sectional videos that were about maximum 10 minutes long. For one sectional recording, the professors spent around 40 minutes to 1 hour to complete. External podcasts were also available.
- **Lecture notes:** The students were also provided with guided lecture notes (learning guide for each lecture module) to be supported while working in particular week.
- **Quiz/Homework:** For each lecture module a quiz was provided for students to do it before the class concerning the last session module material. Homework was mainly related with the upcoming lecture module.
- In the 3-hour face-to-face time frame, I was able to provide feedback on the homework/quiz, describe a more complex in-class assignment, discuss best practices, some raised student questions and facilitate individual and group discussions.

THE OUTCOME

BEFORE THE FLIP



AFTER THE FLIP



CONCLUSIONS

- **For teacher**
- Redirecting attention away from the teacher and putting attention on the learner and the learning
- Time consuming
- Change in classroom management
- You get to know our students better

- **For student**
- Students can inquire about lecture content, test their skills in applying knowledge
- Increased collaboration with peers
Improve their confidence and motivation
Students with language barriers are able to pause videos in order to translate certain portions they don't understand

- **Students Are Busy, Flipping Helps!**



Thank you...