



CONFERENCE ON
Enhancing Student Learning Experience

17 NOVEMBER

Integrate Flipped Classroom in Teaching Economics



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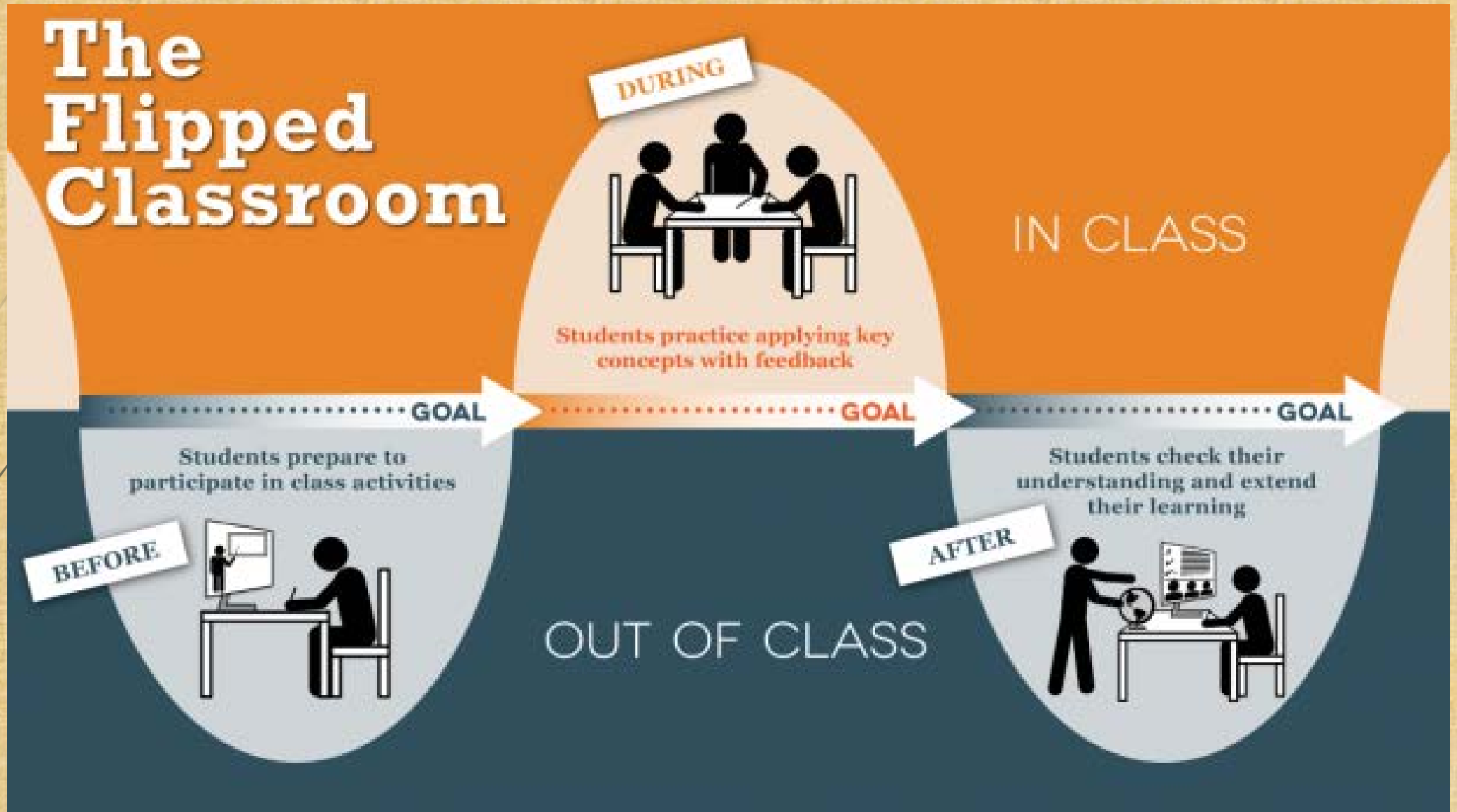
Hong Kong Shue Yan University



Flipped Classroom

- Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom.
- It moves activities, including those that may have traditionally been considered homework, into the classroom.
- In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

The Flipped Classroom



Chalk and Talk

Why instructors tend to stick to “chalk and talk” in teaching Economics

Goffe and Kauper (2014) - Instructors survey

- Students learn best from lecture (1/3)
- It is cost-effective but students do not learn best from lecture (1/3)
- Prefer alternative because students do not learn best from lecture (1/3)

Time constraint

Mu and Paparas (2016)

- Bounded by the limited time available for a class period, lecturers always find it difficult to allocate more time toward in-class activities and discussion.
- For this reason it has become at the core of the discussion regarding how to allocate class time between lecturing and doing active learning exercises
- Flipped Classroom : can free up the class time that lecturers are able to devote for learner-centered activities such as problem solving and active learning

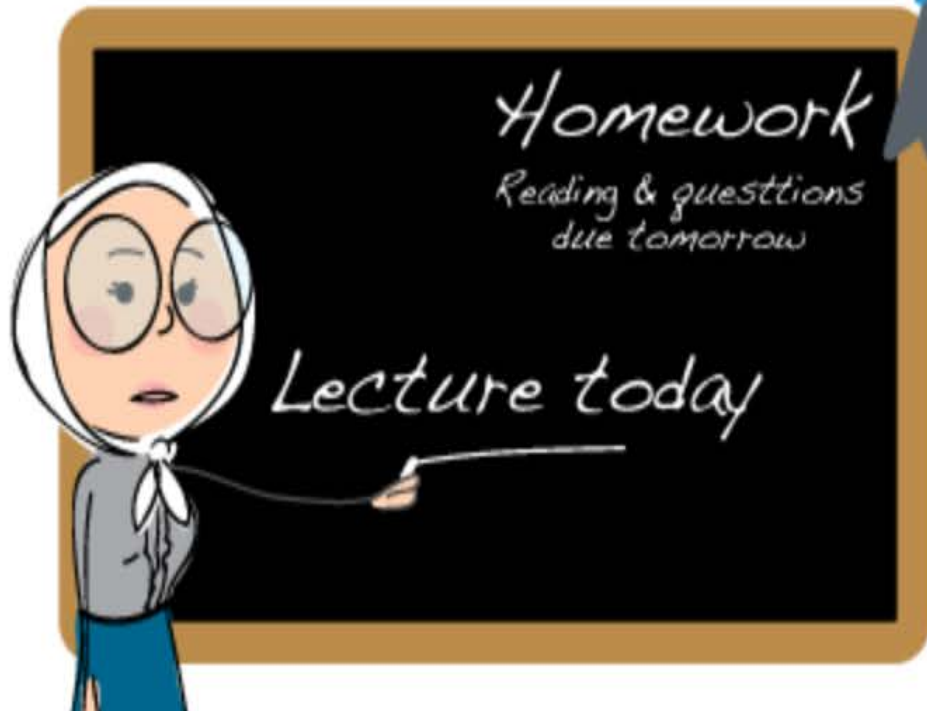
Jill (2016)

Lecture: transmission of knowledge

Flipped Classrooms: Active learning

The Traditional Classroom

Teacher's Role: Sage on the stage



The Flipped Classroom

Teacher's Role: Guide on the side



Benefits of a Flipped Classroom

Students

- Students learn at varying speeds.
- Students are provided opportunities for review.
- Lessons front-load students for classroom activities.
- Materials are ready and prepared for students who are absent or sick.
- Parents can view lessons and better assist students.
- Students do not struggle with completing homework because they “forgot” how.
- Students take ownership of their learning.
- Students are actively working with their peers.

Teachers

- Teachers focus on being the “Guide on the Side” not the “Sage on the Stage”
- Teachers spend more time supporting students with practice.
- Teachers are involved with student learning rather than lecture.
- Teachers spend less time on classroom management of student behaviors.
- Teachers are able to provide one on one and small group assistance.
- Teachers are not spending extra hours tutoring and re-explaining to students who didn’t understand the class lesson.
- Teachers collaborate with peers in creating materials.
- Teachers connect with students.



Cons

- Flipped Classrooms require a higher technical background for faculty.
- There is significant work on the front-end
- It relies on preparation and trust
- Not naturally a test-prep form of learning
- Time in front of screens—instead of people and places—is increased

Flipped classroom

"International Economics" ECON334

- Videos about the theoretical part are being accessed at home, in advance of class.
- Classroom becomes the place for collaborative learning.

Flipping Classroom




Youtube: Flipping class explain


 Why "Flipping" a class?

- students gain necessary knowledge before class, and
- instructors guide students to actively and interactively clarify and apply that knowledge during class.
- **Visit Website**

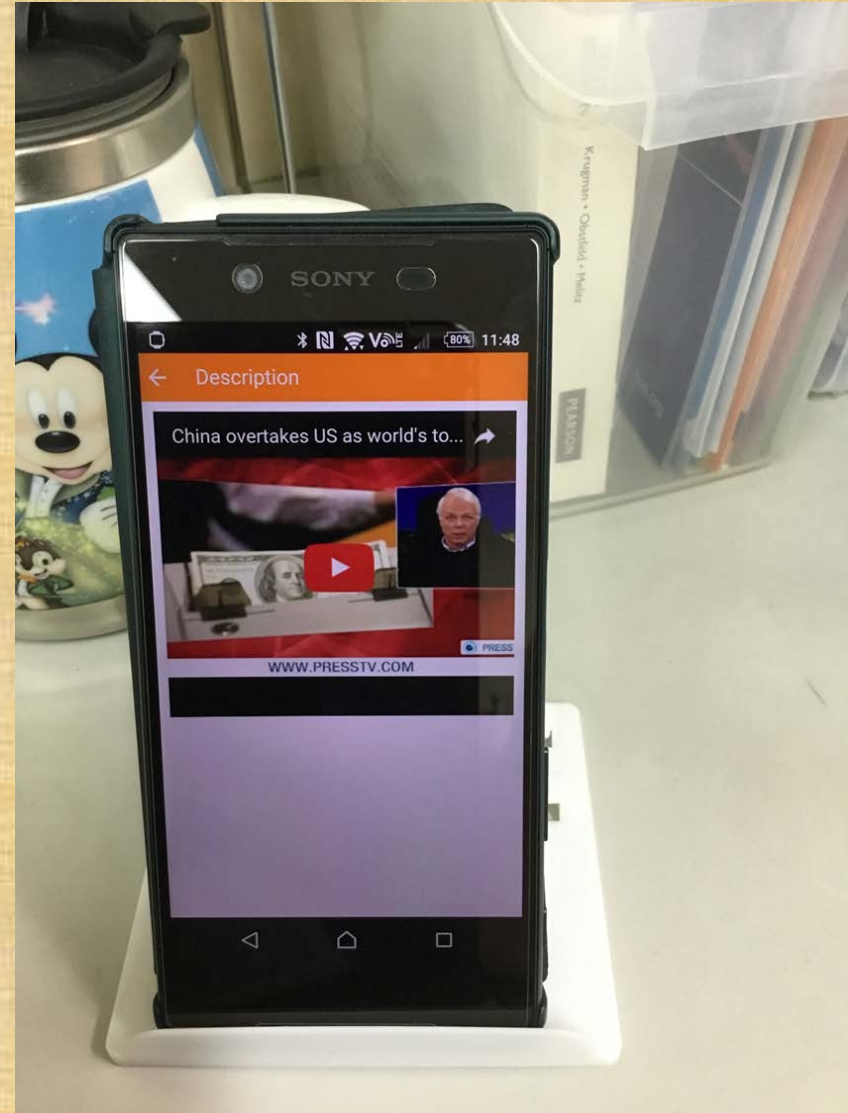
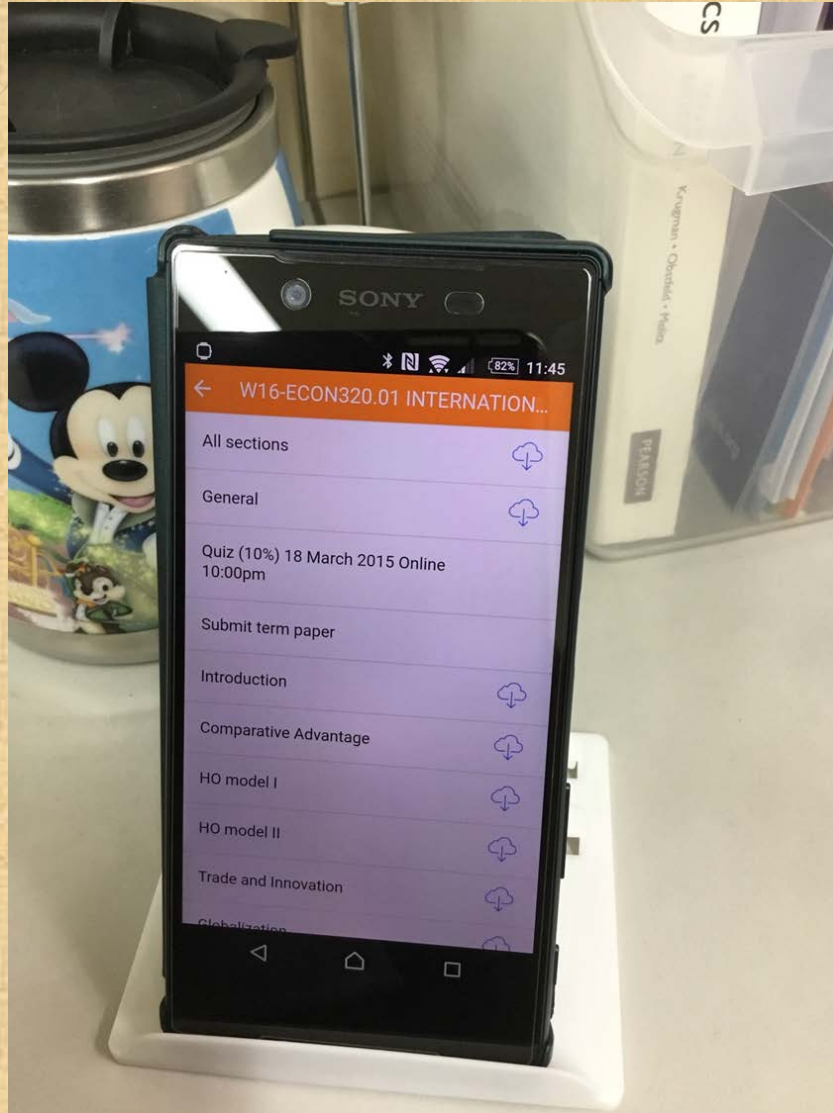
Syllabus and Instructions

 Course outline

 My Timetable 2016

 香港樹仁大學學則 2016

Flipped Classrooms require a higher technical background for faculty. ???



There is significant work on the front-end???










Relies on preparation and trust???


Coursework Essays 15%

 Coursework Essay 15%. Open on 23 March 2016	1819	-	Thursday, 12 May 2016, 7:22 PM (15 hours 57 mins)
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Readings

 Negative Interest rate	32	-	Monday, 2 May 2016, 8:30 PM (10 days 14 hours)
 BIS redefines inflation	26	-	Thursday, 14 April 2016, 9:58 PM (28 days 13 hours)
 The Five Scenarios Now Facing the Federal Reserve	17	-	Friday, 15 April 2016, 9:03 PM (27 days 14 hours)
 Is mainstream academic macroeconomics eclectic?	25	-	Sunday, 10 April 2016, 3:33 PM (32 days 19 hours)
 China Gets More Than Ever From Services, Just Not Enough	69	-	Tuesday, 5 April 2016, 12:07 PM (37 days 23 hours)
 Seminar PPT: IMF Global Financial Stability Report (GFSR) April 2016	5	-	Sunday, 8 May 2016, 7:14 PM (4 days 16 hours)
 IMF Global Financial Stability Report (GFSR)	3	-	Monday, 2 May 2016, 8:31 PM (10 days 14 hours)

Term Paper

 Submit Term paper 15 April 2016	564	-	Thursday, 12 May 2016, 9:35 PM (13 hours 45 mins)
 Term paper instruction	341	-	Tuesday, 10 May 2016, 11:51 PM (2 days 11 hours)
 Term project Guideline	265	-	Tuesday, 10 May 2016, 11:54 PM (2 days 11 hours)
 Group list sec 1	324	-	Monday, 9 May 2016, 1:20 PM (3 days 21 hours)
 Group list sec 2	337	-	Wednesday, 11 May 2016, 7:51 PM (1 day 15 hours)
 Group list sec 3	385	-	Tuesday, 3 May 2016, 6:31 PM (9 days 16 hours)

Syllabus and Schedules of Classes

 Outline	156	-	Thursday, 12 May 2016, 3:10 PM (20 hours 9 mins)
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Not naturally a test-prep form of learning ???

How happy is your life now?

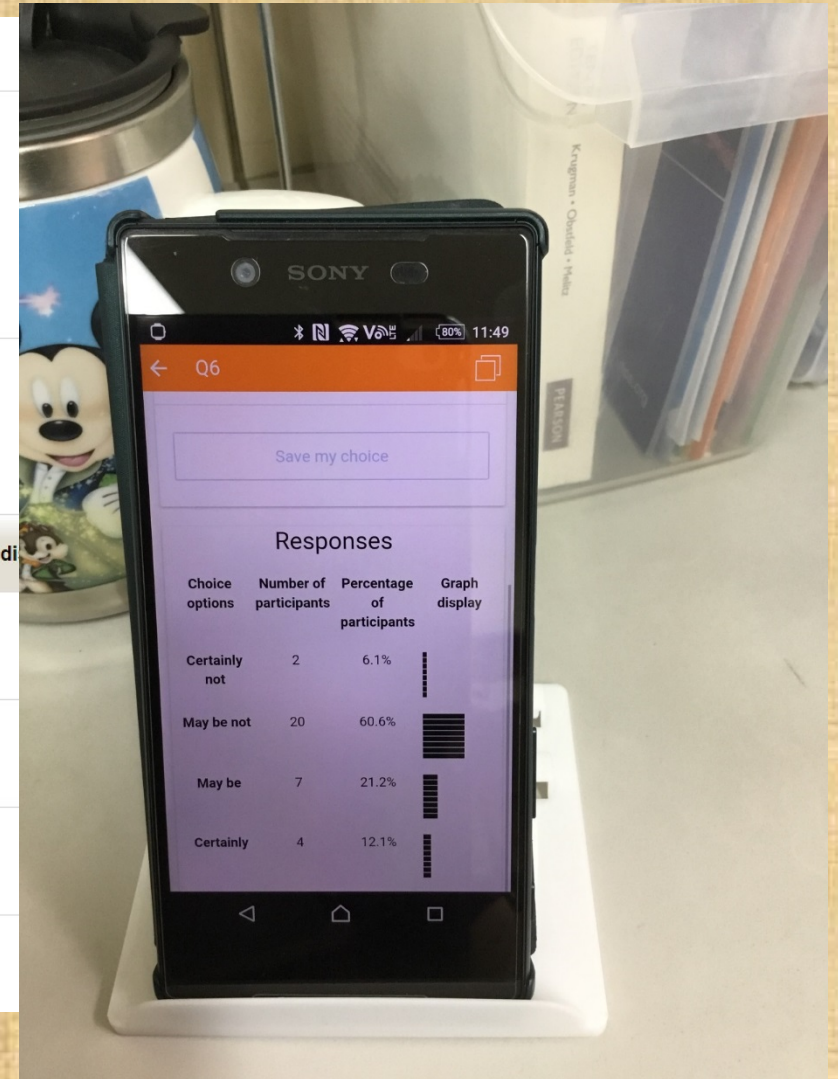


Certainly not happy not happy happy Certainly happy

Save my choice

Responses

Choice options	Number of participants	Percentage of participants	Graph display
Certainly not happy	5	19.2%	████████
not happy	4	15.4%	██████
happy	17	65.4%	████████████████████
Certainly happy	0	0.0%	



Time in front of screens—instead of people and places—is increased???



Collaborative learning

- Group Discussion
- Presentation
- Role play Discussion
- Trade Policy Game
- Innovation Game
- Line debt
- Video recording
- Choices
- Picture Forum





Student Feedback



Student Learning Experience Questionnaire (SLEQ)

At the end of each course, students are required to complete a SLEQ form to provide an evaluation of their learning experience. Academic staffs are given a summary of students' perception of the effectiveness of the teaching and learning in the course in enabling them to achieve the intended learning outcomes. Academic staff are expected to use the SLEQ feedback as a reference to seek further improvement in their teaching.

Overall, I feel the teaching approaches used in this course were:

- 4 Excellent
- 3 Good
- 2 Acceptable
- 1 Unsatisfactory

Course	Average Score
ECON334 (Fall 15, Flipped Classroom)	3.567
ECON334 (Fall 14, Lecturing and learning activities)	3.467
ECON204 (Spring 14, Lecturing, Same cohort of student for ECON334 Fall 15)	3.433

Was supportive and accessible to me when I needed help

- 4 Strongly agree
- 3 Agree
- 2 Disagree
- 1 Strongly disagree

Course	Average Score
ECON334 (Fall 15, Flipped Classroom)	3.633
ECON334 (Fall 14, Lecturing and learning activities)	3.500
ECON204 (Spring 14, Lecturing, Same cohort of student for ECON334 Fall 15)	3.467

Encouraged students to participate in classroom activities

- 4 Strongly agree
- 3 Agree
- 2 Disagree
- 1 Strongly disagree

Course	Average Score
ECON334 (Fall 15, Flipped Classroom)	3.733
ECON334 (Fall 14, Lecturing and learning activities)	3.533
ECON204 (Spring 14, Lecturing, Same cohort of student for ECON334 Fall 15)	3.467

Used teaching methods that met my learning needs

- 4 Strongly agree
- 3 Agree
- 2 Disagree
- 1 Strongly disagree

Course	Average Score
ECON334 (Fall 15, Flipped Classroom)	3.567
ECON334 (Fall 14, Lecturing and learning activities)	3.467
ECON204 (Spring 14, Lecturing, Same cohort of student for ECON334 Fall 15)	3.300

It was a good learning experience

- 4 All of the time
- 3 Most of the time
- 2 Sometimes
- 1 Rarely

Course	Average Score
ECON334 (Fall 15, Flipped Classroom)	3.567
ECON334 (Fall 14, Lecturing and learning activities)	3.467
ECON204 (Spring 14, Lecturing, Same cohort of student for ECON334 Fall 15)	3.467

Achieve the course intended learning outcomes

- 4 All of the time
- 3 Most of the time
- 2 Sometimes
- 1 Rarely

Course	Average Score
ECON334 (Fall 15, Flipped Classroom)	3.6
ECON334 (Fall 14, Lecturing and learning activities)	3.467
ECON204 (Spring 14, Lecturing, Same cohort of student for ECON334 Fall 15)	3.433



Students' comments Pro

- Flipping class is a good try! The class become more interesting. Also, we **can interact** with other classmates and **learn effectively**.
- Flipping class is very good, it let me **understand more clearly the topic through group activities**.
- The flipping class is very good. I am not that active student, very passive. So I can't get friends, even find someone to form a project group. With this flipping class, we form group to play, to discuss. That great for me to **break ice with classmate**. Thank to Dr. Yuen approach to let me get some friends, this is the best teaching approach.
- The flipped class can **draw my attention**. It **raises my interest** in the class.



Students' comments: Con

- ▶ The prerequisite of using flipping class is a group of **well-prepared students**.
- ▶ I think you can put more time on using traditional teaching, rather asking students **who have not watched Youtube** to brainstorm immediately during class.
- ▶ I hope he can **shoot video by himself next time** to do flipping class. :)
- ▶ Keep the flipping class **and film some movies by yourself** in the coming yr!:)
- ▶ Flipping class was useful. In-class discussion was interesting. **I think more guidance and motivation can be given to those passive students who seldom say anything.**



Conclusion

- Flipped Classroom can help lecturers to deliver the course in a more effective and interactive way but the issue of motivating and encouraging students to participate and prepare for the lecture needs to be solved.
- The design of appropriate and interesting class activities are essential for the success of flipped classroom.
- Students would like Lecturers to construct their own video for the lecture, so a wider support on digital technique is needed.
- For flipped Classroom to be success, support is need for designing, implementing and evaluating the flipped classroom.



END

