Sharing of flipped learning experience in lessons of Liberal Studies

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- Background
  - *Student profile of DYJ mature students*
  - *Challenges of teaching Liberal Studies*
- Flipped learning
  - *Introduction*
  - *Technology use*
- Flipped learning experience and outcome in class
- Reflection

Student profile of DYJ mature students

- Mostly first time study or quit a study for a long time
- Working, family burdens…
- A diversity of academic backgrounds and working experience
- A diversity of learning attitude and objectives

Challenges of teaching DYJ Liberal Studies

- Time constraints
- Difficult to maintain a dynamic atmosphere
- Large learning difference
- Lack of learning motivation
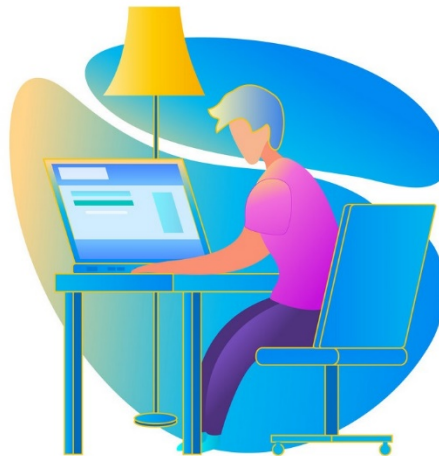
At Home

Teacher role as lecturer 01

Knowledge acquisition 02

Learning is self-regulated 03

New digital content 04

Application of technology 05

Flexible time & space 06

In Class

01 Teacher role as facilitator

02 Knowledge construction

03 Active learning

04 Collaborative learning

05 Provision of Immediate feedback

06 Fixed time & space

Flipped learning

- At home
  - ➢ Students watch digital learning materials at their own pace.
  - ➢ Students complete quick assessments for gauging understanding.
- In class
  - ➢ Teacher facilitates student-led discussions.
  - ➢ Students explore new concepts through learning activities.
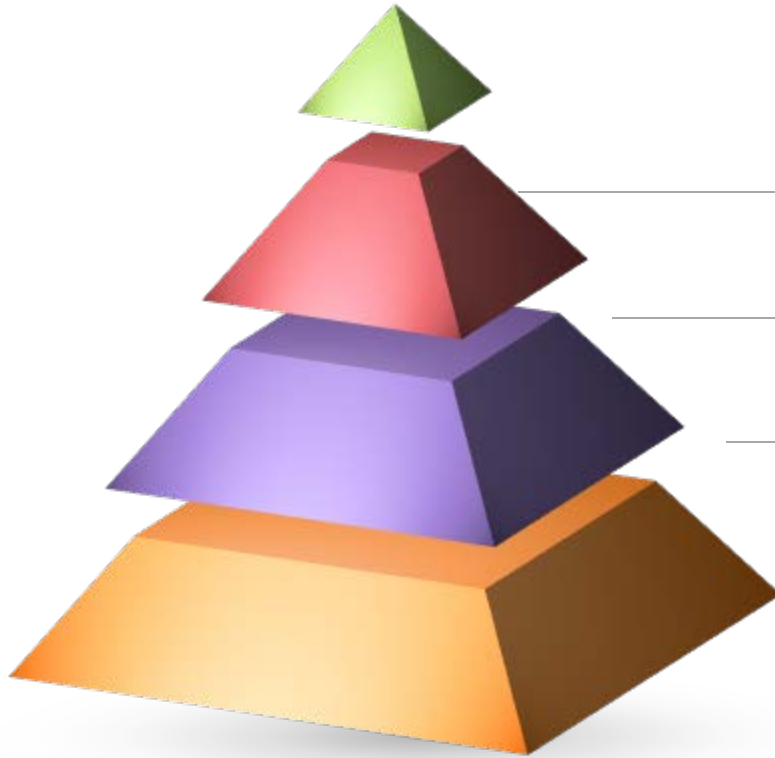 - ➢ To allow students to develop their understanding.
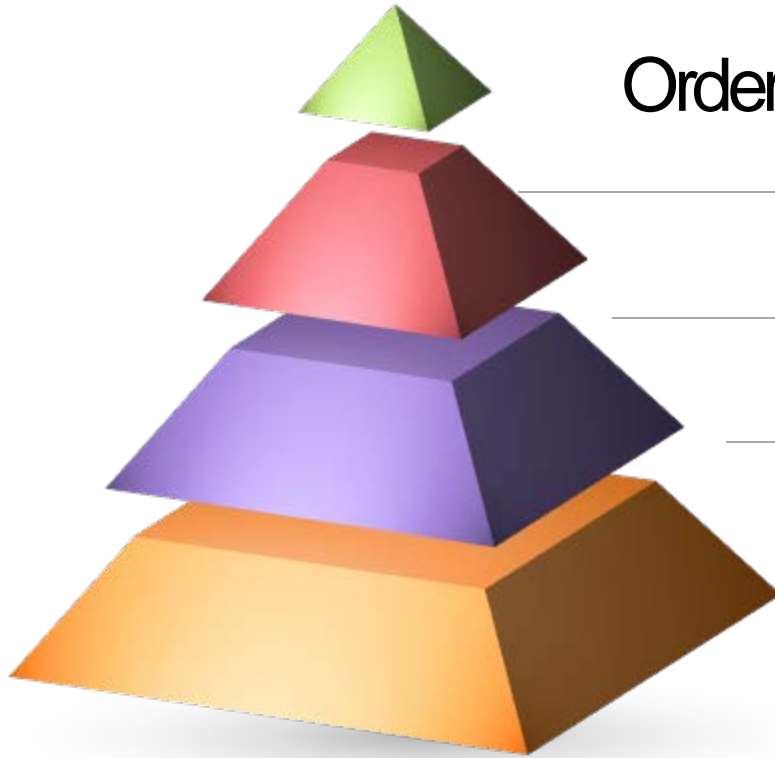
Order of thinking in flipped learning

Post-Class *Create & Evaluate*

During Class *Apply & Analyze*

Pre-Class *Remember & Understand*

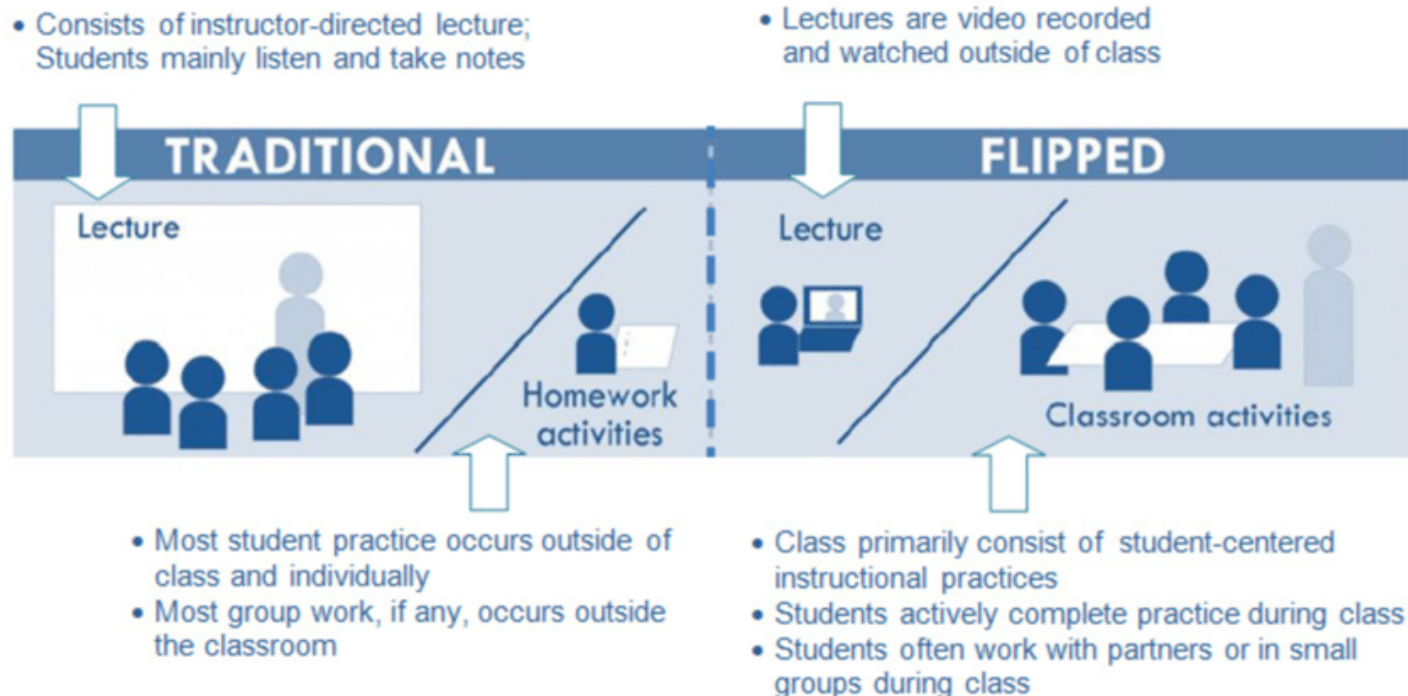# flipped learning activities

Post-Class   *e.g. problem sets, writing assignments, projects*

During Class   e.g. *hands-on activities, class discussions, small group work*

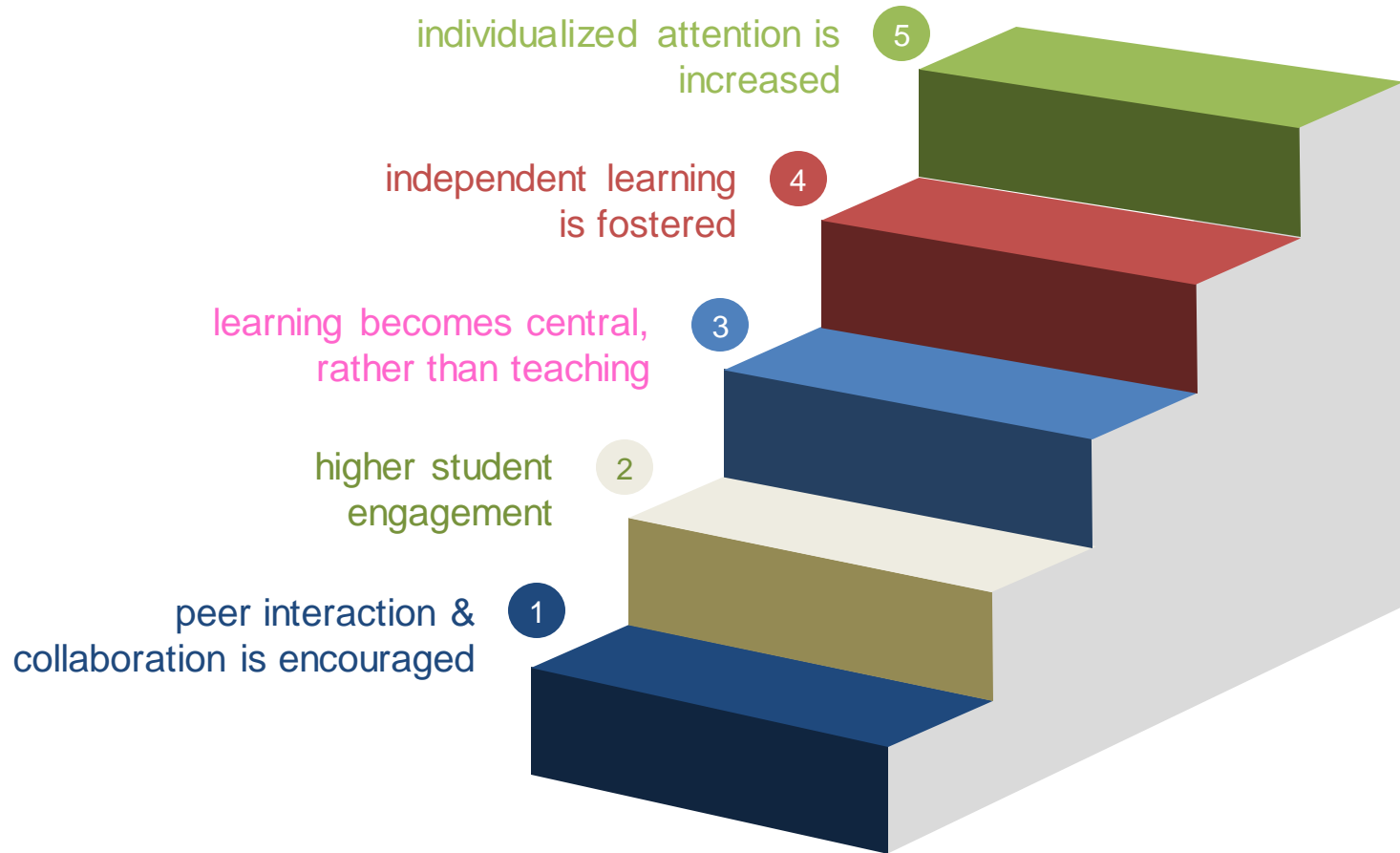**Pre-Class**   *e.g. readings, cases studies, video explanations*

Traditional vs Flipped Classroom

- Consists of instructor-directed lecture; Students mainly listen and take notes

- Lectures are video recorded and watched outside of class

TRADITIONAL

Lecture

Homework activities

FLIPPED

Lecture

Classroom activities

- Most student practice occurs outside of class and individually
- Most group work, if any, occurs outside the classroom

- Class primarily consist of student-centered instructional practices
- Students actively complete practice during class
- Students often work with partners or in small groups during class

Flipped Classroom, *"The practice of assigning lectures outside of class and devoting class time to a variety of learning activities."*
(DeLozier & Rhodes, 2017, p.141).

Advantages of Flipping

individualized attention is increased — 5

independent learning is fostered — 4

learning becomes central, rather than teaching — 3

higher student engagement — 2

peer interaction & collaboration is encouraged — 1

Flipped Learning

- According to the Flipped Learning Network, *"in order for a flipped classroom to lead to flipped learning an instructor must incorporate additional practices during class time."*

- *"providing <u>a flexible and dynamic environment</u> (for example, by continually observing student progress and making adjustments when necessary), transitioning to a learner-centered instead of a teacher-centered culture, prioritizing content and ensuring its relevancy, and serving as a "professional educator" in the classroom by providing feedback in real-time."*

Technology use

Schoology

- Free to download Apps
- Instructional tools
- Communication and collaboration
- Personalized learning
- Interoperability
- Assessment management

Source: https://www.schoology.com/

Expeditions

- With VR (Virtual Reality) and AR (Augmented Reality).

- Teachers are no longer limited by the space of the classroom.

- VR explores the world virtually while AR brings abstract concepts to life.

- Allowing teachers to guide students through collections of $360°$ scenes and 3D objects, pointing out interesting sites and artifacts along the way.

Source: https://edu.google.com/produc ts/vr-ar/expeditions/?modal_active =none

Flipped learning experience in class

Before the class:

- Students need to preview "Schoology" for discussion in class.
- Learning materials are video files, text files, hyperlinks, etc.
- It is a flipped classroom strategy.

During the class:

- Creating face-to-face learning activities to facilitate collaborative work for student interaction and participation to achieve flipped learning.

- Student will visit the virtual 3D mobile application "Expeditions" with flexible and dynamic learning environment.

- Each student can participate and respond actively and instantly in virtual scenarios of hot topics like "The local housing problems".

- Active learning and higher student engagement.

After the class:

- An interactive discussion forum or quiz is established by using the same mobile application "Schoology" .
- To enrich what students have learnt in class.

Reflection

- *Consideration for applying flipped learning*
- Content (topic, module, specialization)
- Learner profile (diversity, class size)
- Student input (learn before class)
- Teacher input (pre-class, during class, post-class)
- Resources (development team, technology use)

References

- References will be provided upon request.