

My “Flipped classroom” experience : a journey of trial and error

The Fourth Brown Bag Sharing

4 Mar, 2016 (Friday)

12:30 – 13:30

B4-LP-11

Speaker : Dr. Ng Mei Lee



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The TDG Project 2015-2016 : Engaging Learners with flipped Classroom

- **Project team:**



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Project Objectives :

A. For Learners:

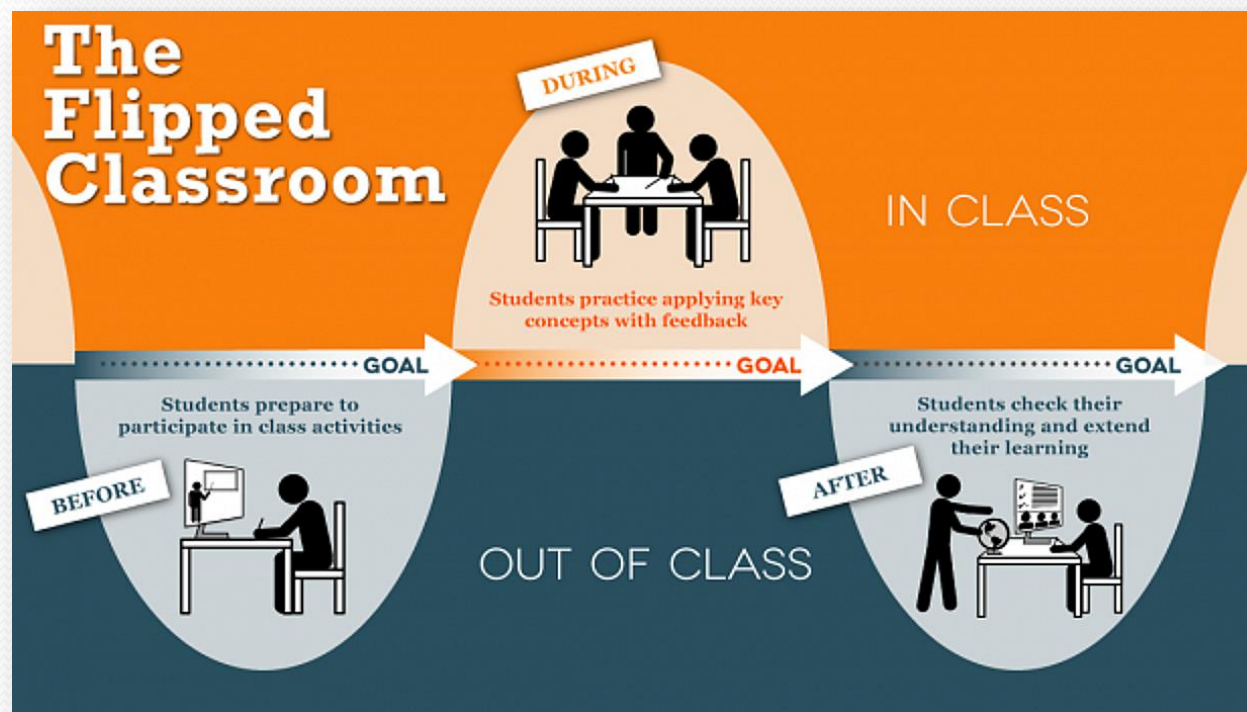
1. To be transformed from passive to active learners.
2. To develop learners' generic skills, in particular, self-study, self-management, collaboration and information technology.
3. To develop learners' reflective abilities especially on how to transfer the flipped classroom experiences to other courses/workplace.

B. For Educators:

1. To experience with flipped classroom pedagogy by setting appropriate online formative assessments and designing learning resources.
2. To foster educators' reflective ability especially on how to transfer the flipped classroom experiences to other courses.
3. To form a learning community for team members: (a) to give expert advice to each other regarding designing elements; and (b) to discuss and exchange different strategies and practices for blending online elements with face-to-face activities to enhance learner-centered activities.



Why flipping the class ?



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<https://www.youtube.com/watch?v=R72nEs5Savs>

My trial journey

Step 1 :

Identify a course : Early Experience in English

Step 2 :

Identify the area for improvement (hyperlink the course progression)

- Which part was least engaging in my teaching last year?
- Which part was not satisfactorily delivered ?

Step 3 :

Work out the flipped parts with the assistance of the Project SRA



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My flipped audio PPTs

- Learning platform

<https://sites.google.com/site/hkiedeee/3-pa-phonics/selflearning-3>

- How the PowerPoint is voiced over?

<https://www.youtube.com/watch?v=3uk4CU7uobM>

The screenshot shows a website interface for 'Early Experiences in English'. On the left is a navigation menu with categories like 'Flipped Classroom', '1. ENL vs. EFL', '2. Children Characteristics', '3. PA & Phonics', and '4. Oral vocabulary'. The main content area is titled '(2) Self-learning Platform' and includes a video player for 'PA' (Phonics Awareness) and a table for 'Phonics' (44 Sounds of the 26 letters).

Early Experiences in English

3. PA & Phonics >
(2) Self-learning Platform
Please watch the following video to learn about PA and Phonics.
Video: PA

Early Experiences in English - 3. PA

Video: Phonics

44 Sounds of the 26 letters

Letter shape	Letter name	Letter sound
A, a	A	[ə] about, [a:] car, [æ] at, [eɪ] bay
B, b	B	[b] ball
C, c	C	[k] Caterpillar, [s] cinema
D, d	D	[d] dog
E, e	E	[e] pet, [i:] key, [ɪ] exit, [ɪə] peer, [eə] pear, [u:] blew
F, f	F	[f] fat
G, g	G	[g] gap, [dʒ] gin
H, h	H	[h] hat
I, i	I	[ɪ] pit, [aɪ] idea, [i:] unique
J, j	J	[dʒ] jam



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Challenges & Reflections in my trial journey

1. Turning wordy power point slides into audio format supported by more graphics

Challenges and reflections :

- Preparing teaching materials from the students' point of view
- Concise teaching points with comprehensible 'language'
- Refining the teaching content
- Time consuming task to voice over the PPT



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2. Setting pretest and post test questions

Challenges and Reflections :

- Get to know “What do we actually expect students to get out from us”
- Not an easy task to set discriminative pretest and posttest questions
- Not all course content are suitable for MC questions
- To count or not count the marks ?
- Continuous assessment = too many assessment tasks ?



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- **3. Designing class activities to compliment the flipped activities**

Challenges & Reflections :

Create more interactive chances for students in class

Refine the match between the flipped and the class activities



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What did students think of my trial ?

Students' feedback collected from :

- A questionnaire has been posted online

No. of Participants		23					
Item	Description	Mean	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
Q1	I have fully understood the contents of the topic via flipped classroom activities.	3.96	0.0%	0.0%	17.4%	69.6%	13.0%
Q2	I have developed self- management skills via flipped classroom activities.	3.96	0.0%	0.0%	13.0%	78.3%	8.7%
Q3	I have developed self-study skills via flipped classroom activities.	4.13	0.0%	0.0%	8.7%	69.6%	21.7%
Q4	I have developed IT skills via flipped classroom activities.	3.57	0.0%	0.0%	43.5%	56.5%	0.0%
Q5	I should be able to transfer the generic skills that I have developed during the flipped classroom experience to other courses and/or workplace.	3.74	0.0%	0.0%	30.4%	65.2%	4.3%

What did students think of my trial ?

Students' feedback collected from :

- A questionnaire has been posted online

Q6. Please choose what you feel about flipped classroom experience	
A. Chances for collaboration	13.0%
B. Cater for individual differences	34.8%
C. Difficult to learn	4.3%
D. Feel helpless	0.0%
E. Learn on my own pace	82.6%
F. Learn on my own time	95.7%
G. Learning is more interesting	30.4%
H. Less motivated to learn	4.3%



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What did students think of my trial ?

Students' feedback collected from :

- A questionnaire has been posted online

It is a very great learning method for university students. Since it is flexible that we can do it whenever we are free. Thus, it is very convenient.

Besides, the content is very useful for early childhood educator. The contents are specific and clearly explained. The learning contents, especially the part regarding Phonics, really inspire me.

In short, I feel I am really learning and gain something practical when I am doing flipped classroom.



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What did students think of my trial ?

Students' feedback collected from :

- A focus group interview was done by SRA at the end of the course

- 比較方便，用電腦不用寫。還有前測後測，讓我知道看影片真的有用，可以讓我答對這些問題。
- 我是積極學習了。之前因為時間關係，未必能看完整篇reading。但有了這個之後，覺得上網看片會比較快，而且通過練習，可以從中知道自己學了什麼重點。
- 因為翻轉教室大多數都是介紹了下一堂要講的基本的概念和資料，到課堂上再根據這些概念去延展一些活動。起碼知道自己大概會做什麼，活動就會投入一些。例如這堂課請了一個ECLC的老師去講解怎樣學習英文，他講的概念有些在練習已經見過，我聽他講解時會更清楚一些。



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My epilogue : looking back at my journey

What has been achieved ?

- a greater sense of student centered learning
- a critical review of my own teaching materials
- open up for multi-media presentation of teaching

- What has to be done further
- Brush up ICT skills to be more independent from the SRA
- Brush up the skills of setting good questions



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