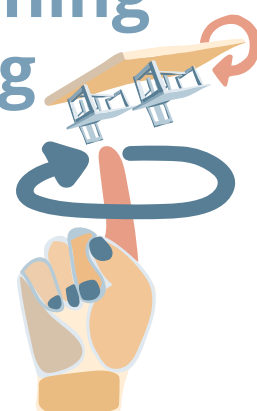


GOOD Flipped Classroom CASE

Flipped Learning
and Teaching
Initiative



10

Instructor
Dr Nate Ming Curran

Department
**Department of English and
Communication (ENGL)**

ENGL520

Critical Language and
Cultural Studies

Class size

35

Students

Year 1 master students from
Department of English and
Communication

Details of Flipped Classroom IMPLEMENTATION

Why did the instructor use the flipped classroom approach?

Dr Curran prefers the flipped classroom approach because it changes how students learn in a positive way. Traditional lectures can sometimes be boring and make students lose interest. In contrast, flipped learning encourages students to study on their own. Dr Curran assigns readings for homework, so students come to

class prepared. This allows class time to be used for discussions and activities that make lessons more interesting. Students can ask questions, share their thoughts, and work together. This method helps students stay engaged and participate actively, making the learning experience more dynamic and enjoyable.

How was the flipped teaching approach implemented?

Preparation of materials

Dr Curran prepares two types of readings to enhance learning. The first type includes theoretical readings that cover key terms and concepts, which are uploaded to Blackboard for students to study before class. The second type consists of news media articles and real-life examples, which are used during class for interactive activities and discussions. This approach helps students understand both the theory and its practical applications.

Pre-class activity

Students are required to read the assigned theoretical materials before class. They actively engage with these readings because they want to perform well in their groups, driven by a sense of peer pressure and the desire to contribute effectively. Although there are no quizzes or participation marks associated with these readings, the motivation to excel in group activities ensures that students come prepared.

In-class activity

Class starts with a brief lecture, followed by group activities. The brief lectures break down key concepts or difficult material from the reading, and also introduce other important concepts that may have not been included in the reading. At this stage, Dr Curran explains how the concepts from the reading can be connected to real life. Next, students are divided into groups of three and provided with news media articles for discussion. They have a short time to prepare and then use their knowledge from the readings and lecture to answer questions asked in-class or present findings after the discussion. Dr Curran carefully forms groups and selects reading materials to match students' abilities, ensuring meaningful discussions. For example, he groups students based on their characteristics, such as placing more talkative students together to prevent them from dominating conversations. Additionally, the reading material is designed to be accessible, ensuring that all students can actively participate in class activities.

Post-class activity

Students were encouraged to complete the advanced reading after the lecture. Even though there are no quizzes or participation grades linked to these readings, the drive to succeed in next in-class group activities guarantees that students arrive prepared.

What are the good practices that can be learnt from this case?

Appropriate use of scaffolding to support student learning

- Dr Curran employs scaffolding in his flipped classroom to provide structured support at various stages of the learning process. He carefully selects theoretical readings and real-life articles that align with students' abilities, ensuring the materials are not too difficult but must present enough challenge to stimulate students' critical thinking. Students are required to read theoretical materials before class, building a foundational understanding of key concepts. Traditional lectures then reinforce these concepts, while group discussions allow students to apply their knowledge in practical contexts. After class, more challenging readings are assigned, with Dr Curran offering guidance as needed. This approach fosters student independence and confidence. The combination of lectures and discussions bridges foundational knowledge with new concepts, while subsequent readings encourage the application of their learning in challenging contexts. Overall, this method enhances understanding and develops critical thinking and problem-solving skills.

Effective use of group learning and questioning strategies

- Dr Curran's group learning strategies not only promote pre-class reading but also enhance class participation by fostering a peer learning environment. In-class activities focus on group discussions, making the readings essential for meaningful engagement. By requiring students to apply their knowledge, he motivates them to thoroughly understand the material in advance. To ensure balanced group dynamics, Dr Curran takes into account students' learning styles and interests, ensuring that each group has a mix of strengths to foster collaborative learning and mutual support. Dr Curran also uses questioning as a strategy to encourage shy students to participate more in discussions, such as asking them open-ended questions rather than yes/no questions. This creates opportunities for all students to share their ideas. Furthermore, having students answer questions and give presentations assesses their understanding and encourages active engagement. Occasionally, Dr Curran rewards students with candy to acknowledge their efforts, boosting motivation and participation.

What was the impact on student learning?

By implementing group learning and carefully selecting reading materials, Dr Curran facilitates meaningful engagement for all students. This approach promotes collaboration and critical thinking, enhancing students' understanding and retention of the material.

At the start of the course, students often struggle to connect the theories and concepts from readings to the news articles and real-life examples. However, by the end of the semester students are able to quickly identify the relevance of the course material and apply concepts from the course to examples from real life. Students' increased ability to apply course concepts demonstrates their improved critical thinking abilities.

At the beginning of course, students often struggle to participate meaningfully in group discussions. However, by the end of the semester, most students are able to clearly share and communicate their ideas to their peers, demonstrating improved communication and interpersonal skills.

What were the challenges encountered during the implementation and what solutions were used?

Ensuring student participation in in-class activities

Pre-class reading is an essential part of this course, as it equips students with the theoretical knowledge needed to effectively analyse the material during class discussions. When some students do not complete the pre-class reading, it presents a significant challenge for teaching and learning. To maintain an effective classroom environment, Dr Curran must ensure that all students can participate and share their thoughts, even if they haven't fully completed or understood the readings. To address this challenge, he begins by providing lectures that include summaries or key points of the readings at the start of class to bring everyone up to speed. He also carefully selects materials and thoughtfully plans activities that engage all students and allow them to practice their analytical skills, regardless of their initial comprehension level. Additionally, he employs open-ended and guiding questions to stimulate discussion and critical thinking, ensuring that even those who are less prepared can contribute meaningfully to the class. This comprehensive strategy fosters a dynamic and interactive classroom atmosphere where all students are actively involved in the in-class activities.